

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Overview of the State Performance Plan Development:**State Performance Plan (SPP) Development in Response to the Office of Special Education Programs (OSEP) Requirements

Idaho's State Performance Plan (SPP) was developed with attention to OSEP requirements and widespread stakeholder input. The development of the SPP began with the review of the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and the consideration of each component prior to submitting assurances to OSEP in May, 2005. Idaho State Department of Education, Special Education Section personnel examined each requirement and determined how best to address it.

Planning sessions were held with SDE personnel including the Special Education Supervisor, all Special Education Coordinators beginning in May, 2005 and continuing through the submission of the SPP in December, 2005. Indicators and required measurement methods were discussed and indicators assigned to individual coordinators and specialists as related to areas of expertise and assignment within the Special Education Section. Connections with other sections within the SDE, especially Bureaus of Educational Improvement and the Bureau of Technology Services, were established to ensure that the data on new indicators would be collected in a timely manner. In addition, discussion across all SDE Bureaus ensured that the SDE Strategic Plan, and all Leadership Team activities were incorporated into the SPP as appropriate.

The SDE gathered and analyzed data for the development of the State Performance Plan (SPP) beginning in May, 2005. The internal team comprised of staff with data analysis expertise and content area expertise in each area discussed criteria for measurable and rigorous targets and improvement activities. The Data Coordinator and Monitoring and Quality Assurance Coordinator provided assistance in gathering and interpreting the data and the content area experts provided information about potential issues related to policy and practice that might have influenced or might explain the data. This team drafted the SPP using this information. The draft, along with the raw data, was presented to the following groups for input on all content targets and improvement activities:

- Idaho Special Education Advisory Panel (SEAP) September 21-22, and October 31, 2005;
- Secondary Transition Interagency Coordinating Council, September 28, 2005 and November 3, 2005.
- Early Childhood Interagency Work Group, October 2005.

The October 31, 2005 draft of the SPP was placed on the Idaho State Department of Education Website for comment, and sent via email for comment to the Idaho Association of School Administrators, all LEA Special Education Directors, Idaho Parents Unlimited (Idaho's Parent Training and Information Center), and the Federation of Families for Children's Mental Health, and to all SEAP members for additional comments.

In addition, the Idaho State Department of Education Special Education Supervisor obtained comment on the SPP from both the Idaho Council on Developmental Disabilities and each regional Special Education Directors meetings in November, 2005.

Comments and suggestions were considered and incorporated into the final SPP submitted to the Office of Special Education Programs December 2, 2005.

**Other Information Related to Idaho's SPP**

Idaho is among the first states to be excused from traditional reporting of IDEA exiting data to the U.S. Department of Education (ED). Due to the high quality of Idaho's Education Data Exchange Network (EDEN) submissions for SY 2003-2004, Idaho has been qualified to supply the data for the Report of Children with Disabilities Exiting Special Education During the School Year (OMB number 1820-0521) exclusively through EDEN.

**Sampling Plan:**

Sampling will be used only for Indicator 8. Complete details are included in that section.

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**Reporting Results to the Public**

The public reporting of LEA-level data on indicators 1-15, as required by statute, will be accomplished by using technology. The SDE will prepare a 'district data report,' which is a summary of indicators and monitoring decision matrix for each LEA by September 15 of each year. This process coincides with the release of the Idaho SDE Annual Data Report. The reports will be posted on the SDE website and available in hard copy on request through the SDE and Idaho Parents Unlimited. A formal report will be made annually to the Idaho State Board of Education, LEA superintendents, special education directors, school boards and other stakeholders as appropriate. Additionally, the SDE Public Information Officer will prepare and disseminate a news release to the statewide media.

**Note:** A list of acronyms used throughout the SPP is available in Appendix A.

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**Monitoring Priority: FAPE in the LRE**

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in Idaho graduating with a regular diploma.

**Data Source:**

Idaho Basic Education Data System (IBEDS) for NCLB data. Until NCLB data becomes available by subgroups, 618 data will be used and compared to IBEDS enrollment and graduates.

**Measurement:**

NCLB formula for graduation in Idaho: number of graduates, divided by the number of graduates plus the dropouts from the cohort group over the four years of high school. This same formula applies to all students and subgroups, including students with disabilities. Baseline is unavailable at this time.

Idaho's past graduation formula was derived from 618 data. In this formula, the numerator is the number of special education students in grades 12 or 13 who graduate, divided by the number of active special education students in grades 12 & 13 on the prior Child Count. For the comparative group of all students, the numerator is the number of seniors who graduate, divided by the total number of seniors.

**Overview of Issue/Description of System or Process:**

The SDE began collecting graduation data by subgroups, including students with disabilities, in 2004-2005. Although we are in the process of obtaining these data, it will take three more years of dropout data by subgroups to generate a graduation rate under the NCLB formula. During the transition between sources of data, we will continue to report graduation data as we have in the past. This reporting system is described further below.

By Idaho Code, all students must receive a regular diploma, unless the same alternate diploma is awarded to students without disabilities in the same graduating class. Therefore, alternate diplomas or graduation certificates are a very rare occurrence. A student may obtain a regular diploma by meeting the same requirements with the same rigor as non-disabled students, or by meeting the graduation requirements specified in their IEP. This will remain the policy for graduates with IEPs in 2006 and 2007.

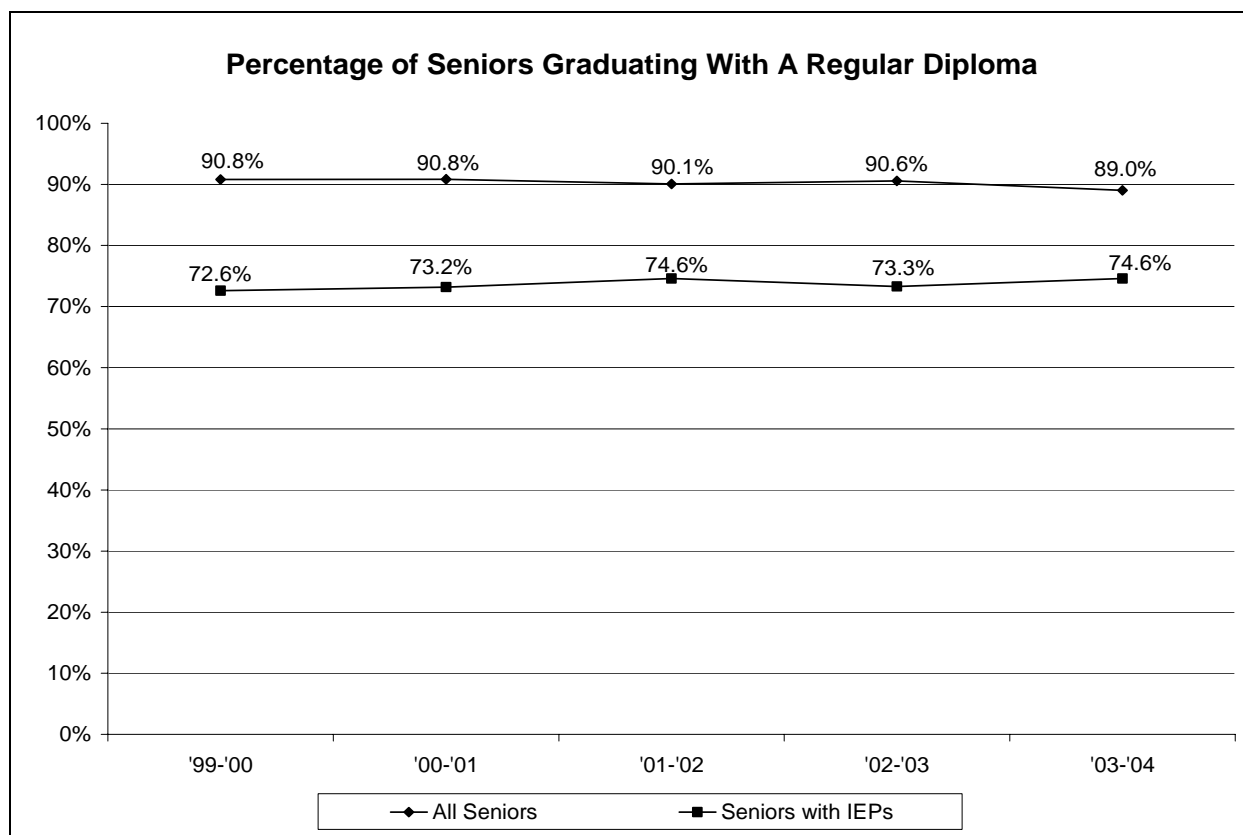
The graduates of 2008 and beyond will be required to score at least at the proficient level on the tenth grade Idaho Standards Achievement Test (ISAT) or by demonstrating their knowledge of the standards as outlined in the alternate graduation plan adopted by their district for all students who are unable to pass the ISAT by their senior year. There is an exception made for students who meet the Idaho Alternate Assessment criteria. Those students may demonstrate proficiency on alternate standards as measured by the Idaho Alternate Assessment (IAA) in order to graduate. Only about 1% of the total student enrollment meet Idaho's Alternate Assessment criteria and are assessed against alternate standards that are an extension of the regular standards. We are expecting the vast majority of students with disabilities to use the same standards as their non-disabled peers to meet state requirements for graduation.

For the sake of longitudinal data, we are continuing to use the 618 data and the formula used in the past, while gathering data for the NCLB formula, but there are some negative aspects to the present formula. Under this formula, students who remain in the program until they are 21 and those who move out of state or who are staffed out of special education during their senior year, negatively impact the graduation rate. Under the NCLB formula, only those who actually drop out will negatively impact the graduation rate.

**Baseline Data for FFY 2004 (2004-2005):**

| <b>Gap Between the Percentage of all Graduates &amp; Graduates with IEPs Receiving a Regular Diploma</b> |           |           |           |           |
|--|-----------|-----------|-----------|-----------|
| 1999-2000  | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 |
| 18.2%  | 17.6%     | 15.5%     | 17.3%     | 14.4%     |

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**Discussion of Baseline Data:**

Baseline data is not yet available using the NCLB formula. Because the graduation rate we are using during the interim time period relies upon the December 1 Child Count, the most recent year available is 2003-2004. The graduation rate for students graduating in spring 2004 will not be available until after December 1, 2005. Since Idaho was one of the states granted OSEP approval to report all future exiting data via EDEN, future graduation data will be harvested from the EDEN system. We anticipate that targets set for 2008, 2009, and 2010 will be adjusted based on the NCLB formula change.

Improvement is noted in graduation gap data over the prior year. The number of seniors with disabilities receiving a regular diploma increased by 1.3% for students in special education, while the overall percentage of graduates declined for non-disabled seniors. The gap decreased between all graduates and those in special education by 2.9% over the previous year.

Improvement may be influenced by the following.

- A. Improved quality of reading instruction as a result of the following:
  - a. Adolescent reading workshops provided by the SDE for secondary teachers;
  - b. Required literacy courses for new teachers and those renewing their certification;
  - c. Provision of Consortium on Reading Excellence (CORE) reading workshops for all elementary and secondary teachers;
  - d. Provision of Consortium on Reading Excellence (CORE) elementary and secondary leadership and coaching institutes sponsored by both SDE Title 1 and Special Education Sections, summer 2005 for all schools in Alert, years 1-4 for students with disabilities (SWD), economically disadvantage (ECON), based on AYP, and Results Based Model (Idaho's Response to Intervention model) sites;

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- B. Statewide emphasis at both the state and local levels on using data to make instructional decisions;
- C. Increasing the use of scientifically research based reading and math curriculum and teaching strategies through a Research-Based Reading Caravan during the spring of 2006, and math workshops including an evaluation of Math Curricula using a valid and reliable instrument;
- D. AYP requirements focusing efforts on remediation of reading and math skills for all students, resulting in students improving the skills needed to be successful in high school, for example;
- E. An increase in use of intervention plans and progress monitoring using curriculum based measurements through the expansion of the Results Based Model, Idaho's model of Response to Intervention;
- F. Implementation of a variety of interventions listed in districts' "Special Education Plan for Improving Results" (PIR) regarding graduation rates.

| <b>FFY</b>                  | <b>Measurable and Rigorous Target</b>  |
|-----------------------------|--|
| <b>2005<br/>(2005-2006)</b> | Reduce the gap to $\leq 14\%$ between all students receiving a regular diploma and students with IEPs.   |
| <b>2006<br/>(2006-2007)</b> | Reduce the gap to $\leq 13.5\%$ between all students receiving a regular diploma and students with IEPs. |
| <b>2007<br/>(2007-2008)</b> | Increase the graduation rate of students with disabilities receiving a regular diploma to 75.7%          |
| <b>2008<br/>(2008-2009)</b> | Increase the graduation rate of students with disabilities receiving a regular diploma to 76.2%          |
| <b>2009<br/>(2009-2010)</b> | Increase the graduation rate of students with disabilities receiving a regular diploma to 76.7%          |
| <b>2010<br/>(2010-2011)</b> | Increase the graduation rate of students with disabilities receiving a regular diploma to 77.2%          |

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**Improvement Activities/Timelines/Resources:**

| <b>FFY</b>                  | <b>Improvement Activities</b>   | <b>Timelines</b>        | <b>Resources</b>  |
|-----------------------------|---|-------------------------|---|
| <b>2005<br/>(2005-2006)</b> | Collaborate with the IBEDS system to cross-reference 618 with NCLB data to ensure that the special education data it collects and reports are accurate.         | Ongoing                 | VI-B Funds<br>Quality Assurance Coordinator<br>Coordinator Special Education Technologies   |
|                             | Provide technical assistance to districts in developing and implementing their improvement plans (PIR).   | Ongoing                 | Regional Consultants<br>Secondary Transition Specialist<br>Quality Assurance Coordinator  |
|                             | Participate in High School Redesign efforts cross-state department and State Board of Education to improve graduation rates for all students statewide.         | Ongoing                 | Regional Consultants<br>Secondary Transition Specialist<br>VI-B funds   |
|                             | Collaborate with Title 1 and to braid funding to support middle school math and reading leadership and coaching academies, reading and math teaching academies. | Ongoing                 | Title 1 School Improvement Coordinator<br>Bureau of Curriculum and Accountability<br>Special Education Coordinators<br>Regional Consultants<br>SIG funds<br>Title 1 funds |
|                             | Address increasing graduation rates through increasing parent involvement using cross SDE Bureau initiative <u>Home, School and Community Partnerships</u>      | Spring 2006 and ongoing | Title 1 School Improvement Coordinator<br>Bureau of Curriculum and Accountability<br>Special Education Coordinators<br>Regional Consultants<br>SIG funds<br>Title 1 funds |
| <b>2006<br/>(2006-2007)</b> | Collaborate with the IBEDS system to cross-reference 618 with NCLB data to ensure that the special education data it collects and reports are accurate.         | Ongoing                 | VI-B Funds<br>Quality Assurance Coordinator<br>Coordinator Special Education Technologies   |
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| <b>2008<br/>(2008-2009)</b> | Collaborate with the IBEDS system to cross-reference 618 with NCLB data to ensure that the special education data it collects and reports are accurate.         | Ongoing                 | VI-B Funds<br>Quality Assurance Coordinator<br>Coordinator Special Education Technologies   |
|                             | Provide technical assistance to districts in developing and implementing their improvement plans (PIR).   | Ongoing                 | Regional Consultants<br>Secondary Transition Specialist<br>Quality Assurance Coordinator  |
|                             | Participate in High School Redesign efforts cross-state department and State Board of Education to improve graduation rates for all students statewide.         | Ongoing                 | Regional Consultants<br>Secondary Transition Specialist<br>VI-B funds   |
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| <b>2009<br/>(2009-2010)</b> | Collaborate with the IBEDS system to cross-reference 618 with NCLB data to ensure that the special education data it collects and reports are accurate.         | Ongoing                 | VI-B Funds<br>Quality Assurance Coordinator<br>Coordinator Special Education Technologies   |
|                             | Provide technical assistance to districts in developing and implementing their improvement plans (PIR).   | Ongoing                 | Regional Consultants<br>Secondary Transition Specialist<br>Quality Assurance Coordinator  |
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| <b>2010<br/>(2010-2011)</b> | Collaborate with the IBEDS system to cross-reference 618 with NCLB data to ensure that the special education data it collects and reports are accurate.         | Ongoing                 | VI-B Funds<br>Quality Assurance Coordinator<br>Coordinator Special Education Technologies   |
|                             | Provide technical assistance to districts in developing and implementing their improvement plans (PIR).   | Ongoing                 | Regional Consultants<br>Secondary Transition Specialist<br>Quality Assurance Coordinator  |

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| FFY | Improvement Activities  | Timelines               | Resources   |
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|     | Participate in High School Redesign efforts cross-state department and State Board of Education to improve graduation rates for all students statewide.         | Ongoing                 | Regional Consultants<br>Secondary Transition Specialist<br>VI-B funds   |
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## Idaho State Performance Plan (SPP) FFY 2006-2011

**Monitoring Priority: FAPE in the LRE**

**Indicator 2:** Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

**Data Source:**

Idaho Basic Education Data System (IBEDS) and 618 data.

**Measurement:**

NCLB dropout event rate: number of (special education) students enrolled in grades 9-12 who meet the definition as listed in the Overview below, divided by the total number of (special education) students enrolled in grades 9-12. For special education, the denominator was taken from the December 1, 2003 Child Count for special education students in grades 9-12 because that is our only source for these data at this time. A discussion of the reasons for use of 2003 data is found below. To obtain the rate for non-disabled students, those students coded as special education were subtracted from the totals for all students.

**Overview of Issue/Description of System or Process:**

A dropout is defined in Idaho as an individual who was enrolled in school at some time during the previous school year and was not enrolled November 1 of the current school year, or has not graduated from high school or completed a state or district approved educational program, and does not meet any of the following exclusionary conditions:

- Transfer to another public school district, private school, or state or district approved educational program.
- Temporary school-recognized absence due to suspension or illness.
- Death.

By state and national definition, a student who is home instructed is not a dropout and a student who has received his or her GED from a district run or tracked program, by October 1 of the current year, is not a dropout.

Transfers to another country are not considered a dropout at the local school. Students expelled under conditions of Idaho Code 33-205 are considered a dropout, but students suspended under this code are not considered a dropout.

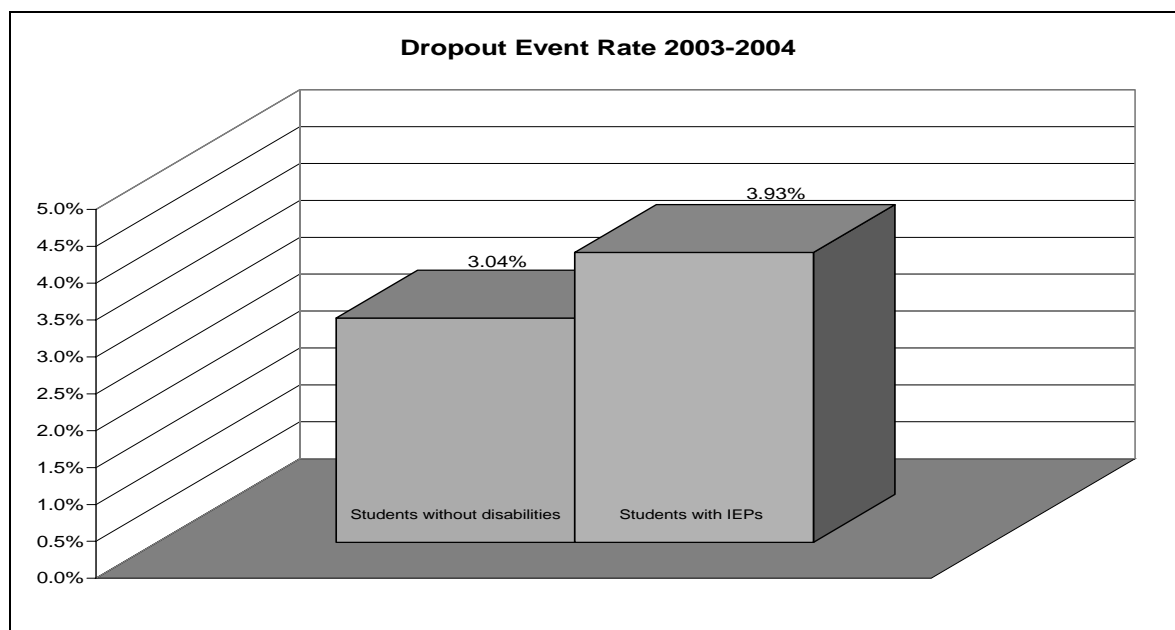
Because the system used by all students to collect dropout data requires a final report on November 1, 2005 in order to compute the 2004-2005 dropout rate, we are unable to provide this data until all reporting has been completed and verified. Therefore, Idaho will submit updated information as soon as it becomes available.

This is the first year dropouts have been collected by subgroups in the general education IBEDS system. As with any new data collection, continuing efforts are needed to improve the accuracy of the data. Idaho lacks an individual student identifier, so dropouts are collected by name and birth date. Verification activities found that the names of some of the dropouts listed by IBEDS as special education have never appeared in the 618 database. Because it is possible that some student's names may be listed with a variation in spelling, incorrect date of birth, or some may have moved into the state or been identified as eligible for special education since the last Child Count, such inconsistencies in data collection merit continued examination to improve the accuracy of the data.

**Baseline Data for 2003-2004:**

Special Education dropout rate is 3.93% (those who dropped out between the spring 2003 and the fall 2004).

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**Discussion of Baseline Data:**

Special Education dropout rate is 3.93% compared to 3.04% for non-disabled students with a gap of 0.89% using data from IBEDS. We believe that the actual special education dropout rate may be lower than this because of the unresolved discrepancies between the two databases regarding students listed as special education. This rate of 3.93% is lower than the point-in-time 618 dropout data of 4.18% reported on the previous APR. The difference in dropout rate between the two data sources is due to the IBEDS procedure of collecting dropout data three times a year to capture students who re-enroll during the same school year due to district recovery efforts, while the 618 data captures only a snapshot on December 1<sup>st</sup>. Therefore, the two rates are not comparable.

A unique student identifier is needed in IBEDS to ensure that dropouts are accurately coded by subgroups. Using a unique identifier in the student database is politically unpopular in Idaho, hindering efforts thus far and requiring the cross-referencing of data systems to obtain the required data. Ongoing efforts are expected to eventually resolve this problem.

The high stakes testing requirement for 2008 graduates will require LEAs and the SDE to engage in Herculean efforts to maintain or reduce the dropout rate for students with disabilities.

**Measurable and Rigorous Target**

There is a revision to the Target for the 2006-2007 year from comparing all youth in the State dropping out of high school with the percent of youth with IEPs dropping out of high school to a model that allows a comparison year to year of youth with IEPs dropping out of high school. This is in response to changes in the Indicator 2 definition. The Targets have been revised for subsequent years to reflect this change.

| FFY                         | Measurable and Rigorous Target   |
|-----------------------------|--|
| <b>2005<br/>(2005-2006)</b> | Reduce gap between general education and special education dropout rate to 0.84% |
| <b>2006<br/>(2006-2007)</b> | Decrease the percent of youth with IEPs dropping out of High School to 2.5%      |

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| <b>FFY</b>                        | <b>Measurable and Rigorous Target</b>                                       |
|-----------------------------------|---|
| <b>2007</b><br><b>(2007-2008)</b> | Decrease the percent of youth with IEPs dropping out of High School to 2.4% |
| <b>2008</b><br><b>(2008-2009)</b> | Decrease the percent of youth with IEPs dropping out of High School to 2.3% |
| <b>2009</b><br><b>(2009-2010)</b> | Decrease the percent of youth with IEPs dropping out of High School to 2.2% |
| <b>2010</b><br><b>(2010-2011)</b> | Decrease the percent of youth with IEPs dropping out of High School to 2.1% |

**Improvement Activities/Timelines/Resources:**

| <b>FFY</b>                        | <b>Improvement Activities</b>  | <b>Timelines</b> | <b>Resources</b>   |
|-----------------------------------|--|------------------|--|
| <b>2005</b><br><b>(2005-2006)</b> | Create a cross-check system between IBEDS and 618 to verify the accuracy of dropouts designated as special education in the IBEDS system.  | 2005-2006        | Special Education IT Coordinator<br>Quality Assurance Coordinator<br>Public School Finance Specialist<br>VI-B funds          |
|                                   | Collaborate with general education data specialists and Computer Services to create a unique student identifier.   | 2005-2006        | Special Education IT Coordinator<br>Public School Data Manager<br>Programmer<br>VI-B funds<br>State funds                    |
|                                   | Increased emphasis on reducing dropout rates in districts' "Special Education Plan for Improving Results" and Progress Reports by requiring the inclusion of scientifically research based interventions from the dropout prevention website <a href="http://www.dropoutprevention.org/">http://www.dropoutprevention.org/</a> | Ongoing          | Secondary Transition Specialist<br>Quality Assurance Coordinator<br>Regional Consultants<br>Monitoring Leaders<br>VI-B funds |

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| FFY                         | Improvement Activities   | Timelines               | Resources  |
|-----------------------------|--|-------------------------|--|
|                             | Increase the accountability of LEAs for reducing the dropout rate of special education students by including an objective addressing this subgroup in the Continuous Improvement Planning (CIP) tool for meeting Idaho general education accreditation requirements.   | Fall 2005 and Ongoing   | Quality Assurance Coordinator<br>Accountability & School Improvement cross-bureau team   |
|                             | Increase parent involvement in maintaining their children in school through Title 1 and Special Education Home, School and Community Partnership Project dropout prevention activities. See Indicator 8 for additional information.  | Spring 2006 and Ongoing | Title VI B funds<br>Title 1 Parent Involvement Coordinator<br>Special Education Parent Involvement Coordinator                       |
| <b>2006<br/>(2006-2007)</b> | Collaborate with general education data specialists and Computer Services to create a unique student identifier.   | Ongoing                 | Special Education IT Coordinator<br>Public School Data Manager<br>Programmer<br>VI-B funds<br>State funds                            |
|                             | Increased emphasis on reducing dropout rates in districts' "Special Education Plan for Improving Results" and Progress Reports by requiring the inclusion of scientifically research based interventions from the dropout prevention website <a href="http://www.dropoutprevention.org/">http://www.dropoutprevention.org/</a> | Ongoing                 | Secondary Transition Specialist<br>Quality Assurance Coordinator<br>Regional Consultants<br>Monitoring Leaders<br>VI-B funds         |
|                             | Increase the accountability of general educators for reducing the dropout rate of special education students by including an objective addressing this subgroup in the Continuous Improvement Planning (CIP) tool for meeting accreditation requirements.  | Ongoing                 | Quality Assurance Coordinator<br>Accountability & School Improvement cross-bureau team<br>VI-B funds<br>Title 1 funds<br>State funds |

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| <b>2007<br/>(2007-2008)</b> | Collaborate with general education data specialists and Computer Services to create a unique student identifier.   | Ongoing   | Special Education IT Coordinator<br>Public School Data Manager<br>Programmer<br>VI-B funds<br>State funds                            |
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|                             | Increase the accountability of general educators for reducing the dropout rate of special education students by including an objective addressing this subgroup in the Continuous Improvement Planning (CIP) tool for meeting accreditation requirements.  | Ongoing   | Quality Assurance Coordinator<br>Accountability & School Improvement cross-bureau team<br>VI-B funds<br>Title 1 funds<br>State funds |
| <b>2009<br/>(2009-2010)</b> | Collaborate with general education data specialists and Computer Services to create a unique student identifier.   | Ongoing   | Special Education IT Coordinator<br>Public School Data Manager<br>Programmer<br>VI-B funds<br>State funds                            |
|                             | Increased emphasis on reducing dropout rates in districts' "Special Education Plan for Improving Results" and Progress Reports by requiring the inclusion of scientifically research based interventions from the dropout prevention website <a href="http://www.dropoutprevention.org/">http://www.dropoutprevention.org/</a> | Ongoing   | Secondary Transition Specialist<br>Quality Assurance Coordinator<br>Regional Consultants<br>Monitoring Leaders<br>VI-B funds         |
|                             | Increase the accountability of general educators for reducing the dropout rate of special education students by including an objective addressing this subgroup in the Continuous Improvement Planning (CIP) tool for meeting accreditation requirements.  | Ongoing   | Quality Assurance Coordinator<br>Accountability & School Improvement cross-bureau team<br>VI-B funds<br>Title 1 funds<br>State funds |
| <b>2010<br/>(2010-2011)</b> | Collaborate with general education data specialists and Computer Services to create a unique student identifier.   | Ongoing   | Special Education IT Coordinator<br>Public School Data Manager<br>Programmer<br>VI-B funds<br>State funds                            |



## Idaho State Performance Plan (SPP) FFY 2006-2011

| FFY | Improvement Activities  | Timelines | Resources  |
|-----|---|-----------|--|
|     | Increased emphasis on reducing dropout rates in districts' "Special Education Plan for Improving Results" and Progress Reports by requiring the inclusion of scientifically research based interventions from the dropout prevention website<br><a href="http://www.dropoutprevention.org/">http://www.dropoutprevention.org/</a> | Ongoing   | Secondary Transition Specialist<br>Quality Assurance Coordinator<br>Regional Consultants<br>Monitoring Leaders<br>VI-B funds         |
|     | Increase the accountability of general educators for reducing the dropout rate of special education students by including an objective addressing this subgroup in the Continuous Improvement Planning (CIP) tool for meeting accreditation requirements.   | Ongoing   | Quality Assurance Coordinator<br>Accountability & School Improvement cross-bureau team<br>VI-B funds<br>Title 1 funds<br>State funds |

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Indicator 3:** Participation and performance of children with disabilities on statewide assessments:

**Indicator 3A:** Percent of districts meeting the State's AYP objectives for progress for disability subgroup.

**Indicator 3B:** Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

**Indicator 3C:** Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

**Data source:**

Baseline is taken from assessment data for the spring 2005 ISAT and the 2005 IAA collected for purposes of determining AYP.

**3A Measurement:**

Percent equals the number of districts meeting the State's AYP objectives for progress for students with IEPs divided by the total number of districts that met Idaho's minimum group size of 34, times 100.

**3B Measurement:**

Participation rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b. + c. + d. + e. divided by a.

**3C Measurement:**

Proficiency rate =

- a. # of children with IEPs in grades assessed
- b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b. divided by a. times 100);
- c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c. divided by a. times 100);
- d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d. divided by a. times 100);
- e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e. divided by a. times 100).

Overall Percent = b. + c. + d. + e divided by a.

**Overview of Issue/Description or Process:**

During the 2002-2003 school year, Idaho began using an online version of the Data Recognition Corporation (DRC) level testing, Idaho Standards Achievement Test (ISAT). To meet AYP requirements the spring test now contains 41 on-grade-level questions that are used to figure district and state AYP compliance.

## Idaho State Performance Plan (SPP) FFY 2006-2011

District student data is transferred to the DRC database twice a year prior to the online test and updated online, by each district, between the time of the file transfer and the beginning of the test window. This student data allows students statewide to login to the appropriate test and is then used to create the required disaggregations. At the close of the spring test window the entire student test database is transferred to the SDE and is then used for AYP calculations.

From this database the SDE runs queries to obtain data for the SPP. Software programs have been created to help validate the student data files before school districts send the files to DRC. In this way the state has been able to create a very accurate database. However without a unique student identifier (ID), the state has been unable to conduct student level analysis across the three years of the test. The SDE is working on the creation of a state assigned student ID. The unique student identifier should be in place by fall, 2006.

Students in grades 3 through 8 and 10 take a comprehensive assessment of reading, language usage, math and science skills in the fall and spring. Districts have the option of offering a winter ISAT test as well. In 2004, the state added a science portion, as required by federal law. Most students take the multiple-choice ISAT via computer. It is not timed, but generally takes about an hour to complete. The state reports ISAT results in two ways. In the fall, results reflect the percent of students who met their individual growth targets. In the spring, results reflect the percent of students who met state proficiency targets on grade level items.

The goal for schools, districts, and the state, is for all students in grades 3 through 8 and 10 to be proficient in reading, math, and language by the spring of 2014. Idaho is phasing in the tests, which will measure the progress of students in meeting this goal. In 2004-05, students in grades 3 through 8, and 10 were tested using the ISAT or the Idaho Alternate Assessment (IAA). Idaho's Adequate Yearly Progress (AYP) is calculated using only on-grade-level test questions on the spring ISAT. Every school is required to meet reading and math targets for all student subgroups.

AYP monitors whether a school/district met the following state goals for 2004-2005:

1. Participation. For both reading and math, a minimum of 95% of students in each subgroup, including the group of students with disabilities, must be tested to meet the participation goal.
2. Academic proficiency – Reading. A minimum of 72% of students in each subgroup, including the group of students with disabilities, must score at the proficient level or above.
3. Academic proficiency – Math. A minimum of 60% of students in each subgroup, including the group of students with disabilities, must score at the proficient level or above.

“Safe Harbor” is used if a subgroup, including the group of students with disabilities, has not met a proficiency goal in reading or math. Safe Harbor allows the group to make the goal if two criteria are met:

- 1) 10% of the group moved from not proficient to proficient or advanced when compared to the prior year, and,
- 2) For elementary schools, the group met the growth indicator selected by the district from the following list:
  1. Increase in percentage of students scoring advanced or proficient
  2. Decrease in percentage of students scoring below basic
  3. Show academic growth on a computerized remediation program.

For high schools, the second criterion is the graduation rate for the “all student” category.

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Baseline Data for FFY 2004 (2004-2005):**

**A. 29.58% of districts** (that met the N of  $\geq 34$  SWD) **met all AYP objectives for progress for SWD during 2004-2005.**

| Districts making AYP for SWD                         | Met AYP for SWD in Reading   | Met AYP for SWD in Math      | Met AYP for SWD in Both Reading & Math |
|--|------------------------------|------------------------------|--|
| <b>2004-2005</b><br>71 districts met N of 34 for SWD | 28 of 71 districts<br>39.44% | 35 of 71 districts<br>49.30% | 21 of 71 districts<br>29.58%           |
| <b>2003-2004</b><br>41 districts met "N"             | 29.27%                       | 58.54%                       | 21.95%                                 |

**B. Participation rate for students with IEPs: 99.8%**

| Participation Rate for SWD 2004-2005                       | Reading #     | Reading %    | Math #        | Math %       |
|--|---------------|--------------|---------------|--------------|
| a. Total number of students on IEPs in the grades assessed | 14,803        |              | 14,803        |              |
| b. Spring ISAT 2005 no accommodations                      | 6,385         | 43.1%        | 4,766         | 32.2%        |
| c. Spring ISAT 2005 with accommodations                    | 7,442         | 50.3%        | 9,064         | 61.2%        |
| d. Alternate assessment against grade level standards      | NA            | NA           | NA            | NA           |
| e. Idaho Alternate Assessment against alternate standards  | 951           | 6.4%         | 944           | 6.4%         |
| IEP students not participating                             | 25            | 0.17%        | 29            | 0.20%        |
| <b>Total IEP students participating</b>                    | <b>14,778</b> | <b>99.8%</b> | <b>14,774</b> | <b>99.8%</b> |

**C. Proficiency rate for SWD against grade level standards and alternate standards: 45.88%****Proficiency Rate for SWD 2004-2005****Students on IEPs who scored proficient or advanced**

| Statewide Assessment  | Reading # | Reading % | Math # | Math % |
|---|-----------|-----------|--------|--------|
| Spring 2005 ISAT<br>No accommodations                             | 3,822     | 25.82%    | 2,976  | 20.10% |
| Spring 2005 ISAT<br>With accommodations                           | 2,455     | 16.58%    | 3,119  | 21.07% |
| Alternate assessment against grade level standards does not exist | NA        | NA        | NA     | NA     |

## Idaho State Performance Plan (SPP) FFY 2006-2011

## Proficiency Rate for SWD 2004-2005

## Students on IEPs who scored proficient or advanced

| Statewide Assessment   | Reading #    | Reading %     | Math # | Math %        |
|--|--------------|---------------|--------|---------------|
| Idaho Alternate Assessment (IAA) against alternate standards (downward extension of regular standards) | 623          | 4.21%         | 564    | 3.81%         |
| <b>Total SWD proficient</b>  | <b>6,900</b> | <b>46.61%</b> |        | <b>44.98%</b> |

**Discussion of Baseline Data:**

Idaho has made incredible progress toward full participation and accountability for students with disabilities in statewide assessments. Prior to the reauthorization of 1997, only 25% of students with disabilities in Idaho participated in statewide assessments with their scores counting. Now with a participation rate of 99.8%, it is rare that students miss the assessment and their scores always count.

Students with disabilities have made continuous progress over the past three years in grades 4, 8, and 10 in both reading and math. Proficiency percentages increased over 14% in reading for grade 10 from 2004 to 2005. In 4<sup>th</sup> grade, 17.1% more students with disabilities scored proficient or advanced in 2005 than in 2003. In math in grades 4 and 10, students with disabilities increased at a rate higher than the statewide gain. In 2005, 10.5% more 4<sup>th</sup> grade students with disabilities were proficient than in 2004. For the same period, the statewide proficiency rate increased by 6.6%.

In spite of the impressive overall gains of SWD, the percentage of districts making AYP for students with disabilities in math decreased during 2004-2005. This may be due to the fact that there has been a far greater emphasis in the state on reading curriculum, interventions, and strategies over the past two years, but less emphasis on math. Even at the national level, more scientifically research-based materials are available regarding teaching reading than there is for math. Math intervention is an area currently under development in Idaho. Idaho is making strategic changes in order to better address the needs of districts that failed to make AYP. Cross-bureau teams are being organized to monitor and provide technical assistance to districts with the greatest needs.

This is an enormous task for all states. Idaho is at the beginning of collaborative efforts between Title programs (Reading First, School Improvement), Curriculum (Reading, Math, etc.) and Special Education to provide coordinated training and technical assistance to meet the needs outlined above. It is challenging for districts to adopt an array of appropriate curricula, and provide appropriate training and oversight. Student achievement data will lag, perhaps for up to three years, before significant changes in curriculum and instruction can be made. Activities to meet these needs are detailed below.

| FFY                         | 3A Measurable and Rigorous Targets for AYP                          |
|-----------------------------|---|
| <b>2005<br/>(2005-2006)</b> | 35% of districts will meet AYP goals for students with disabilities |
| <b>2006<br/>(2006-2007)</b> | 41% of districts will meet AYP goals for students with disabilities |
| <b>2007<br/>(2007-2008)</b> | 47% of districts will meet AYP goals for students with disabilities |
| <b>2008<br/>(2008-2009)</b> | 53% of districts will meet AYP goals for students with disabilities |
| <b>2009<br/>(2009-2010)</b> | 59% of districts will meet AYP goals for students with disabilities |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>3A Measurable and Rigorous Targets for AYP</b>                   |
|-----------------------------|---|
| <b>2010<br/>(2010-2011)</b> | 65% of districts will meet AYP goals for students with disabilities |

| <b>FFY</b>                  | <b>3B Measurable and Rigorous Targets for Participation</b>    |
|-----------------------------|--|
| <b>2005<br/>(2005-2006)</b> | <b>99.8% participation rate for students with disabilities</b> |
| <b>2006<br/>(2006-2007)</b> | <b>99.8% participation rate for students with disabilities</b> |
| <b>2007<br/>(2007-2008)</b> | <b>99.9% participation rate for students with disabilities</b> |
| <b>2008<br/>(2008-2009)</b> | <b>99.9% participation rate for students with disabilities</b> |
| <b>2009<br/>(2009-2010)</b> | <b>99.9% participation rate for students with disabilities</b> |
| <b>2010<br/>(2010-2011)</b> | <b>99.9% participation rate for students with disabilities</b> |

| <b>FFY</b>                  | <b>3C Measurable and Rigorous Targets for Performance</b>             |
|-----------------------------|---|
| <b>2005<br/>(2005-2006)</b> | <b>Reading proficiency: 49.85%</b><br><b>Math proficiency: 46.58%</b> |
| <b>2006<br/>(2006-2007)</b> | <b>Reading proficiency: 53.09%</b><br><b>Math proficiency: 48.18%</b> |
| <b>2007<br/>(2007-2008)</b> | <b>Reading proficiency: 56.33%</b><br><b>Math proficiency: 49.78%</b> |
| <b>2008<br/>(2008-2009)</b> | <b>Reading proficiency: 59.57%</b><br><b>Math proficiency: 53.18%</b> |
| <b>2009<br/>(2009-2010)</b> | <b>Reading proficiency: 62.81%</b><br><b>Math proficiency: 56.68%</b> |
| <b>2010<br/>(2010-2011)</b> | <b>Reading proficiency: 66.04%</b><br><b>Math proficiency: 61.28%</b> |

By applying the 2% flexibility allowed by the Secretary of Education, the federally approved 21% rule, the State will attain a rate of 100% proficiency for SWD by 2014 as required.

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Improvement Activities/Timelines/Resources:**

| <b>FFY</b>                  | <b>Activities</b>  | <b>Timeline</b>  | <b>Projected Resources</b>   |
|-----------------------------|--|--|--|
| <b>2005<br/>(2005-2006)</b> | Collaborate with the Bureau of Technology, Office of the State Board, and DRC to create accurate, consistent reports from the ISAT data for public reporting.  | Summer   | SDE Data Specialist<br>SDE Testing Coordinator<br>SBOE Data Specialist SBOE Testing Coordinator<br>Testing Contractor<br>State funds<br>VI-B funds                             |
|                             | Provide public reporting of children with disabilities participation and proficiency rates in statewide assessments.   | Fall   | SDE Data Specialist<br>VI-B funds  |
|                             | Pilot the math indicator screener to Identify at-risk students Kindergarten through Grade 2.   | Fall and Spring  | SDE Testing Coordinator<br>Math coordinator<br>State funds<br>VI-B funds   |
|                             | Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions.  | Fall   | SDE Data Coordinator Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds   |
|                             | Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide focused review and technical assistance specific to identified need(s).   | Fall and ongoing throughout the year                                       | SDE Data Coordinator Quality Assurance Coordinator<br>SDE regional consultants<br>VI-B funds   |
|                             | Provide training and technical assistance in scientifically research based practices in reading and math.<br>Consortium on Reading Excellence (CORE) Elementary and Secondary Leadership and Coaching Institutes<br>Research Based Math Leadership and Coaching Institute<br>Development of and electronic Learning Community for Math and Reading | Reading<br>June, 2006 and Annually<br>Math<br>September, 2006 and Annually | SDE Reading Coordinator<br>SDE Math Coordinator<br>Reading First Coordinator Title 1 and SDE regional consultants<br>Idaho Training Clearinghouse<br>State funds<br>VI-B funds |
|                             | Make available a Data Analysis System for installation in districts using Response to Intervention (RTI)   | Winter   | SDE Data Coordinator<br>RTI Coordinator<br>VI-B funds  |
|                             | Provide training and technical assistance to districts using the Data Analysis System.   | Winter   | SDE Data Coordinator<br>RTI Coordinator<br>SDE regional consultants<br>VI-B funds  |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| FFY                         | Activities   | Timeline   | Projected Resources   |
|-----------------------------|--|--|---|
| <b>2006<br/>(2006-2007)</b> | Collaborate with the Bureau of Technology, Office of the State Board, and DRC to create accurate, consistent reports from the ISAT data for public reporting.  | Summer   | SDE Data Specialist<br>SDE Testing Coordinator<br>SBOE Data Specialist SBOE Test Coordinator<br>Testing Contractor<br>State funds<br>VI-B funds   |
|                             | Provide public reporting of special education participation and proficiency rates in statewide assessments.  | Fall   | SDE Data Specialist   |
|                             | Conduct statewide, the math indicator screener to Identify at-risk students Kindergarten through Grade 2.  | Fall and Spring  | SDE Testing Coordinator<br>SDE Math Coordinator   |
|                             | Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions.  | Fall   | SDE Data Coordinator<br>SDE Quality Assurance Coordinator<br>VI-B funds   |
|                             | Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide focused review and technical assistance specific to identified need(s).   | Fall and ongoing throughout the year                                 | SDE Data Coordinator<br>SDE Quality Assurance Coordinator<br>SDE regional consultants<br>VI-B funds   |
|                             | Provide training and technical assistance in scientifically research based practices in reading and math.  | Ongoing  | SDE reading and math coordinators, Reading First Coordinator, and Title 1<br>SDE regional consultants<br>VI-B funds   |
|                             | Make available a Data Analysis System for installation in districts using RTI  | Winter   | SDE data coordinator<br>RTI coordinator<br>VI-B funds   |
|                             | Provide training and technical assistance in scientifically research based practices in reading and math.<br>Consortium on Reading Excellence (CORE) Elementary and Secondary Leadership and Coaching Institutes<br>Research Based Math Leadership and Coaching Institute<br>Development of and electronic Learning Community for Math and Reading | Reading June, 2006 and Annually<br>Math September, 2006 and Annually | SDE Reading Coordinator<br>Math Coordinator<br>Reading First Coordinator Title 1 and SDE regional consultants<br>Idaho Training Clearinghouse<br>State funds<br>Title I funds<br>VI-B funds |



## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>   | <b>Timeline</b>  | <b>Projected Resources</b>   |
|-----------------------------|---|--|--|
| <b>2007<br/>(2007-2008)</b> | Collaborate with the Bureau of Technology, Office of the State Board, and DRC to create accurate, consistent reports from the ISAT data for public reporting.   | Summer   | SDE Data Specialist Testing Coordinator,<br>SBOE Data Specialist and Testing Coordinator,<br>Testing Contractor  |
|                             | Provide public reporting of special education participation and proficiency rates in statewide assessments.   | Fall   | SDE Data Specialist  |
|                             | Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions.   | Fall   | SDE Data Coordinator Quality Assurance Coordinator<br>VI-B funds   |
|                             | Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide focused review and technical assistance specific to identified need(s).  | Fall and Ongoing throughout the year                                 | SDE Data Coordinator Quality Assurance Coordinator<br>SDE regional consultants<br>VI-B funds   |
|                             | Provide training and technical assistance in scientifically research based practices in reading and math. Consortium on Reading Excellence (CORE) Elementary and Secondary Leadership and Coaching Institutes Research Based Math Leadership and Coaching Institute Development of and electronic Learning Community for Math and Reading | Reading June, 2006 and Annually<br>Math September, 2006 and Annually | SDE Reading Coordinator<br>Math Coordinator<br>Reading First Coordinator Title 1 and SDE regional consultants<br>Idaho Training Clearinghouse<br>Title I funds<br>VI-B funds |
| <b>2007<br/>(2007-2008)</b> | Make available a Data Analysis System for installation in districts using RTI   | Winter   | SDE Data Coordinator<br>RTI Coordinator<br>VI-B funds  |
|                             | Provide training and technical assistance to districts using the Data Analysis System.  | Winter   | SDE Data Coordinator<br>RTI Coordinator<br>SDE regional consultants  |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| FFY | Activities   | Timeline  | Projected Resources  |
|-----|--|---|--|
|     | Provide training and technical assistance in scientifically research based practices in reading and math.<br>Consortium on Reading Excellence (CORE) Elementary and Secondary Leadership and Coaching Institutes<br>Research Based Math Leadership and Coaching Institute<br>Development of and electronic Learning Community for Math and Reading | Reading<br>June, 2006 and<br>Annually<br>Math<br>September,<br>2006 and<br>Annually | SDE Reading Coordinator<br>Math Coordinator<br>Reading First Coordinator Title 1 and SDE Regional Consultants<br>Idaho Training Clearinghouse<br>VI-B funds              |
|     | Provide public reporting of special education participation and proficiency rates in statewide assessments.  | Fall  | SDE Data Specialist<br>VI-B funds  |
|     | Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions.  | Fall  | SDE Data Coordinator Quality Assurance Coordinator<br>VI-B funds   |
|     | Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide focused review and technical assistance specific to identified need(s).   | Fall and<br>Ongoing<br>throughout the<br>year                                       | SDE Data Coordinator Quality Assurance Coordinator<br>SDE regional consultants<br>VI-B funds   |
|     | Provide training and technical assistance in scientifically research based practices in reading and math.<br>Consortium on Reading Excellence (CORE) Elementary and Secondary Leadership and Coaching Institutes<br>Research Based Math Leadership and Coaching Institute<br>Development of and electronic Learning Community for Math and Reading | Reading<br>June, 2006 and<br>Annually<br>Math<br>September,<br>2006 and<br>Annually | SDE Reading Coordinator<br>Math Coordinator<br>Reading First Coordinator Title 1 and SDE Regional Consultants<br>Idaho Training Clearinghouse<br>SIG funds<br>VI-B funds |
|     | Make available a Data Analysis System for installation in districts using RTI  | Winter  | SDE Data Coordinator<br>RTI Coordinator<br>SIG funds<br>VI-B funds   |
|     | Provide training and technical assistance to districts using the Data Analysis System.   | Winter  | SDE Data Coordinator<br>RTI Coordinator<br>SDE Regional Consultants<br>SIG funds<br>VI-B funds   |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>   | <b>Timeline</b>  | <b>Projected Resources</b>  |
|-----------------------------|---|--|---|
| <b>2010<br/>(2010-2011)</b> | Collaborate with the Bureau of Technology, Office of the State Board, and DRC to create accurate, consistent reports from the ISAT data for public reporting.   | Summer   | SDE Data Specialist<br>SDE Testing Coordinator<br>SBOE Testing Coordinator<br>SBOE Data Specialist<br>Testing Contractor<br>State funds<br>VI-B funds                                     |
|                             | Provide public reporting of special education participation and proficiency rates in statewide assessments.   | Fall   | SDE Data Specialist<br>VI-B funds   |
|                             | Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions.   | Fall   | SDE Data Coordinator Quality Assurance Coordinator<br>VI-B funds  |
|                             | Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide focused review and technical assistance specific to identified need(s).  | Fall and Ongoing throughout the year                                       | SDE Data Coordinator Quality Assurance Coordinator<br>SDE Regional Consultants<br>VI-B funds<br>Title I funds<br>State funds  |
|                             | Provide training and technical assistance in scientifically research based practices in reading and math. Consortium on Reading Excellence (CORE) Elementary and Secondary Leadership and Coaching Institutes Research Based Math Leadership and Coaching Institute Development of and electronic Learning Community for Math and Reading | Reading<br>June, 2006 and Annually<br>Math<br>September, 2006 and Annually | SDE Reading Coordinator<br>Math Coordinator<br>Reading First Coordinator Title 1 and SDE Regional Consultants<br>Idaho Training Clearinghouse<br>Title I funds<br>SIG funds<br>VI-B funds |
|                             | Make available a Data Analysis System for installation in districts using RTI   | Winter   | SDE Data Coordinator<br>RTI Coordinator<br>SIG funds<br>VI-B funds  |
|                             | Provide training and technical assistance to districts using the Data Analysis System.  | Winter   | SDE Data Coordinator<br>RTI Coordinator<br>SDE Regional Consultants<br>SIG funds<br>VI-B funds  |

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Indicator 4: Rates of Suspension and Expulsion**

**Indicator 4A:** Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year

**Indicator 4B:** Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity

**Data source:**

Section 618 Discipline Data.

**Measurement:**

- A. Percent equals the number (1) of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by the number of districts in the State (115) times 100.
- B. Percent equals the number (0) of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year of children with disabilities by race/ethnicity divided by the number of districts in the State (115) times 100.

NOTE: Significant discrepancy is determined by applying the E-formula to the baseline year to determine how many students a district is statistically expected to suspend/expel, if all districts contribute equally, based on the number of special education students served by the district in the baseline year, which was 1998-1999.

$$E = A + \text{Sqrt} [A * (100-A)/N]$$

Where:

E = Maximum percentage of the total special education suspensions/expulsions (or suspensions by race/ethnicity for B) in the State that would be statistically expected from a specific district. This includes a statistical error range above the percentage of students with disabilities (or of a specific race/ethnicity for B.) that is contributed by the district to the State total.

A = Percentage of the total State special education population contributed by a district (or by race/ethnicity for B.)

N = The total number of special education students suspended/expelled in the state (or by race/ethnicity for B.).

**Overview of Issue/Description or Process:** Idaho continues work on developing an online incident reporting system for all students that identifies incidents by subgroups, including students who are receiving special education services. Until that is in use, a

separate special education discipline data collection will exist to meet the requirements of the IDEA.

Because Idaho is in the Ninth Circuit Court system that handed down the E-formula in the Larry P. case of disproportionate representation in California, our state has elected to use it to determine statistical expectations by district for suspensions/expulsions. This formula works well because it takes size into consideration when generating predicted error ranges, allowing for a small error range when numbers are large, but allowing for a larger error range when small numbers would greatly impact percentages.

**Baseline Data for FFY 2005 (2004-2005):**

**Indicator A:** Districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days: 0.87%.

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**Indicator B:** Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of SWD of greater than 10 days by race and ethnicity:  
0%

**Discussion of Baseline Data:**

**Indicator A:** During the 2004-2005 school year, 58 students were suspended/expelled for more than 10 days in the State, a rate of far less than 1% of all students in special education programs. One district was identified as being significantly discrepant from other districts in its suspension/expulsion rate. This district was required to review its policies and procedures and file a plan for correction with the SDE. Technical assistance will be provided by the regional consultants, if requested. Follow-up monitoring activities will verify correction.

**Indicator B:** No districts had a significant discrepancy in the rates of students, by race/ethnicity, suspended or expelled for more than ten days during the 2004-2005 school year.

The number of students with disabilities suspended/expelled for more than ten days during the 2004-2005 school year, at 58 students, was the lowest ever on record. We believe the discipline rate has been positively impacted by the Positive Behavior Supports (PBS) project funded by the State for seven consecutive years. Schools or districts may request PBS services at State expense to problem-solve around challenging behaviors of specific students and to help create an effective behavior intervention plan that proactively deals with behaviors that may have resulted in suspension or expulsion. Districts are now expanding the PBS concept with district-wide school climate improvement efforts led by PBS team members

| FFY                 | Measurable and Rigorous Targets                 |   |
|---------------------|---|---|
|                     | Indicator A: Significantly Discrepant Districts | Indicator B: Discrepant Districts by Race/Ethnicity |
| 2005<br>(2005-2006) | 0%  | 0%  |
| 2006<br>(2006-2007) | 0%  | 0%  |
| 2007<br>(2007-2008) | 0%  | 0%  |
| 2008<br>(2008-2009) | 0%  | 0%  |
| 2009<br>(2009-2010) | 0%  | 0%  |
| 2010<br>(2010-2011) | 0%  | 0%  |

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**Improvement Activities/Timelines/Resources:**

| <b>FFY</b>                  | <b>Activities</b>  | <b>Projected Timelines</b> | <b>Projected Resources</b>  |
|-----------------------------|--|----------------------------|---|
| <b>2005<br/>(2005-2006)</b> | Provide training regarding scientific research based PBIS interventions, and incorporate functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning | Ongoing                    | Regional Consultants<br>VI-B Funds  |
|                             | RTI and PBIS Projects will include the same tiered intervention model when addressing behavior supports  | Spring 2006<br>Ongoing     | SDE Special Education Supervisor<br>SDE Title 1 Personnel<br>PBIS Consultants<br>SDE Safe and Drug Free Schools Coordinator<br>Regional Consultants<br>VI-B Funds |
|                             | Continue funding the PBS project.  | Ongoing                    | Contracted Consultants<br>VI-B funds  |
|                             | Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.  | 2005 and Annually          | SDFS Coordinator<br>PBIS Coordinator, SDE<br>Regional Consultants<br>PBS Project Consultants<br>VI-B funds  |
|                             | Support PBS Project strand for Autism Spectrum Disorders.  | 2005 and Annually          | PBS Consultants<br>Professional Development in Autism Centers<br>PBS Consultant, SDE<br>VI-B funds  |
| <b>2006<br/>(2006-2007)</b> | Develop a web-based data system to collect new data on suspensions of 1 or more days   | 2006-2007                  | Special Education Director<br>Quality Assurance Coordinator<br>VI-B Funds   |
| <b>2006<br/>(2006-2007)</b> | Conduct a training Webinar statewide on using the web-based application  | Feb. 2007                  | Special Education Director<br>Quality Assurance Coordinator<br>VI-B Funds   |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b>   | <b>Projected Resources</b>  |
|-----------------------------|---|--|---|
| <b>2006<br/>(2006-2007)</b> | Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning | 2006 and Annually  | Regional Consultants<br>PBS Consultants<br>VI-B Funds   |
|                             | Collaborate across programs to integrate the 3-tiered model addressing positive behavior supports into RTI training   | RTI trainings for districts once a year. State RTI Leadership Team to meet every 6 weeks for planning. | RTI Coordinator<br>Special Education Content Area NCLB<br>Regional Consultants<br>VI-B Funds                              |
|                             | Continue funding the PBS project.   | Annually   | Contracted Consultants<br>VI-B funds  |
|                             | Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.   | Ongoing  | SDFS Coordinator<br>PBIS Coordinator, SDE<br>Regional Consultants<br>PBS Project Consultants<br>VI-B funds                |
|                             | Support PBS Project strand for Autism Spectrum Disorders.   | Annually   | PBS Consultants<br>Professional Development in Autism Centers<br>PBS Consultant<br>SDE Regional Consultants<br>VI-B funds |
| <b>2007<br/>(2007-2008)</b> | Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning | Annually   | Regional Consultants<br>VI-B Funds  |
| New Added<br>2/1/08         | Collaborate with Safe and Drug Free Schools and Consolidated School Health to implement a consolidated data collection system.  | June 2008  | PBS Coordinator (Autism, Children's Mental Health) Collaboration Group<br>IV-B Funds                                      |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                    | <b>Activities</b>   | <b>Projected Timelines</b>   | <b>Projected Resources</b>   |
|-------------------------------|---|--|--|
| New Added 2/1/08              | Reinstating the statewide Autism Task Force with representation from parents, public health, school districts, SDE, and IPUL to help parents and schools address needs of students with Autism through trainings and conferences based on the most current research findings. | May 2008   | PBS Coordinator<br>PBS Coordinator<br>(Autism, Children's Mental Health)                                   |
| Revised timeline Added 2/1/08 | Continue annual training regarding scientific research based PBS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning.   | As requested by districts or recommended by the regional consultants.                                  | Regional Consultants<br>Contracted Consultants<br><br>VI-B Funds   |
| Revised timeline Added 2/1/08 | Collaborate across programs to integrate the 3-tiered model addressing positive behavior supports into RTI training   | RTI trainings for districts once a year. State RTI Leadership Team to meet every 6 weeks for planning. | RTI Coordinator<br>Special Education Content Area<br>NCLB<br>Regional Consultants<br>VI-B Funds            |
| New Added 2/1/08              | Conduct survey of school districts to determine use of:<br>--behavior intervention programs,<br>--functional behavior assessments,<br>--behavior intervention plans to help guide future trainings, workshops.  | May 2008 for survey  | SDE PBS Coordinator<br>VI-B Funds  |
| New Added 2/1/08              | Collaborate with other programs within the SDE to develop guidance around the Performance Response worksheets and appropriate intervention strategies.  | February 2008 – June 2008  | Performance Response Work Group<br>Quality Assurance Coordinator   |
|                               | Continue funding the PBS project.   | Annually   | Contracted Consultants<br><br>VI-B funds   |
|                               | Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.   | Annually   | SDFS Coordinator<br>PBIS Coordinator, SDE<br>Regional Consultants<br>PBS Project Consultants<br>VI-B funds |



## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b>   | <b>Projected Resources</b>   |
|-----------------------------|---|--|--|
|                             | Establish PBS Project strand for Autism Spectrum Disorders.   | Annually   | PBS Consultants<br>Professional Development in Autism Centers<br>PBS Consultant, SDE<br>VI-B funds         |
| <b>2009<br/>(2009-2010)</b> | Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning | Annually   | Regional Consultants<br>VI-B Funds   |
|                             | Collaborate across programs to integrate the 3-tiered model addressing positive behavior supports into RTI training   | RTI trainings for districts once a year. State RTI Leadership Team to meet every 6 weeks for planning. | RTI Coordinator<br>Special Education Content Area<br>NCLB<br>Regional Consultants<br>VI-B Funds            |
|                             | Continue funding the PBS project.   | Annually   | Contracted Consultants<br>VI-B funds   |
|                             | Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.   | Annually   | SDFS Coordinator<br>PBIS Coordinator, SDE<br>Regional Consultants<br>PBS Project Consultants<br>VI-B funds |
|                             | Establish PBS Project strand for Autism Spectrum Disorders.   | Annually   | PBS Consultants<br>Professional Development in Autism Centers<br>PBS Consultant, SDE<br>VI-B funds         |
| <b>2010<br/>(2010-2011)</b> | Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning | Annually   | Regional Consultants<br>VI-B Funds   |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b> | <b>Activities</b>   | <b>Projected Timelines</b>   | <b>Projected Resources</b>   |
|------------|---|--|--|
|            | Collaborate across programs to integrate the 3-tiered model addressing positive behavior supports into RTI training | RTI trainings for districts once a year. State RTI Leadership Team to meet every 6 weeks for planning. | RTI Coordinator<br>Special Education Content Area<br>NCLB<br>Regional Consultants<br>VI-B Funds        |
|            | Continue funding the PBS project.   | Annually   | Contracted Consultants<br>VI-B funds   |
|            | Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.                   | Ongoing  | SDFS Coordinator<br>PBIS Coordinator,<br>Regional Consultants<br>PBS Project Consultants<br>VI-B funds |
|            | Establish PBS Project strand for Autism Spectrum Disorders.   | Annually   | PBS Consultants<br>Professional Development in Autism Centers<br>PBS Consultant, SDE<br>VI-B funds     |

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Indicator 5: Percent of children with IEPs ages 6 through 21:**

- A. Removed from regular class less than 21% of the day**
- B. Removed from regular class greater than 60% of the day**
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements**

**Data source:**

Data collected under section 618.

**Measurement:**

- A.** Percent = # of children with IEPs removed from regular class less than 21% of the day, divided by the total number of students aged 6 through 21 with IEPs, times 100.
- B.** Percent = # of children with IEPs removed from regular class greater than 60% of the day, divided by the total # of students aged 6 through 21 with IEPs, times 100.
- C.** Percent = # of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements, divided by the total # of students aged 6 through 21 with IEPs, times 100.

**NOTE:** Students enrolled privately by parents and students educated in juvenile or adult correctional facilities have been excluded from the total because of the impending change to an unduplicated count and our need for comparable data across years. In the past when a duplicate count was required for these students, their numbers were added to educational environment A. because they are educated with typical students. Therefore, this data is our new baseline and is not comparable to data reported in the APR.

**Overview of Issue/Description or Process:**

Data on educational environments for students with disabilities is collected annually on December 1. SDE efforts to ensure the accuracy of the Child Count data include annual training required for new data managers and optional for others that covers codes and their definitions, with an emphasis on anything new. It also covers data entry, data validation, and reporting.

In addition, annual training is required for the 20% of districts that are in the self-assessment cycle. This training is for district leadership teams and includes a review of the district's last 3 years of data submitted for Child Count, with curious data highlighted in red. Again Child Count definitions are discussed as district teams scrutinize their data and the reports that were generated from that data.

**Baseline Data for FFY 2005 (2004-2005):**

- A. Removed from regular class less than 21% of the day
- B. Removed from regular class greater than 60% of the day
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements

| <b>A. Removed &lt;21%</b> | <b>B. Removed &gt;60%</b> | <b>C. Separate Settings</b> |
|---------------------------|---------------------------|-----------------------------|
| <b>58.2%</b>              | <b>9.0%</b>               | <b>1.6%</b>                 |

**Discussion of Baseline Data:**

As the SDE carries out monitoring activities in Idaho, we consistently observe a full continuum of services offered to meet the individual needs of students with disabilities, yet these students are included more and excluded less than they would be in most other states. In only five other states would students with disabilities be more likely to spend more than 80% of their school day with non-disabled peers and they are far less likely to be excluded from typical peers more than 60% of their school day, an area in which

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only four states perform better. Although separate facilities are sometimes the least restrictive environment for a specific student with significant emotional or educational needs, these environments are reserved for very few students in Idaho. Nationally, 4.2% of students with disabilities are educated in separate placements, while in Idaho, it is only 1.6%.

Some of the success at inclusion may be attributed to our contract with the University of Idaho Positive Behavior Supports Project (PBS). Through a grant, schools may apply for assistance from a PBS team member to assist them in problem solving around either specific student behavioral issues, or around issues allowing the LEA to develop more responsive PBS systems for all children. In spite of the high numbers of students included, monitoring activities find the most common service delivery model in Idaho continues to be pulling students out of regular classes to receive instruction in resource rooms, so we know there is room for improvement. We see few truly collaborative teaching models between general education teachers or content area specialists and special education teachers.

| FFY                         | Measurable and Rigorous Targets |                       |                       |
|-----------------------------|---------------------------------|-----------------------|-----------------------|
|                             | Indicator A: <21% out           | Indicator B: >60% out | Indicator C: Separate |
| <b>2005<br/>(2005-2006)</b> | 59%                             | 8.8%                  | 1.6%                  |
| <b>2006<br/>(2006-2007)</b> | 60%                             | 8.6%                  | 1.6%                  |
| <b>2007<br/>(2007-2008)</b> | 61%                             | 8.4%                  | 1.5%                  |
| <b>2008<br/>(2008-2009)</b> | 62%                             | 8.2%                  | 1.5%                  |
| <b>2009<br/>(2009-2010)</b> | 63%                             | 8.0%                  | 1.5%                  |
| <b>2010<br/>(2010-2011)</b> | 64%                             | 7.9%                  | 1.5%                  |

## Improvement Activities/Timelines/Resources:

| FFY                         | Improvement Activities  | Timelines              | Resources   |
|-----------------------------|---|------------------------|---|
| <b>2005<br/>(2005-2006)</b> | Train district personnel about Child Count definitions and procedures to ensure that educational environment data are accurate.                               | Fall 2005 and Annually | Quality Assurance Coordinator<br>VI-B Grants/Contracts Officer<br>VI-B funds                          |
|                             | Program into the Child Count database a soft error message when a student has few hours of service and a more restrictive educational environment is entered. | Winter 2006            | Quality Assurance Coordinator<br>Contracted Programmer<br>VI-B Grants/Contracts Officer<br>VI-B funds |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Improvement Activities</b>   | <b>Timelines</b>        | <b>Resources</b>   |
|-----------------------------|---|-------------------------|--|
|                             | Continue training on response to intervention (RTI) and bringing new schools on board to increase collaboration and teaming between general educators and special educators.  | 2005-2006 and ongoing   | RTI Coordinator<br>SDE Regional Consultants<br>RTI Contractors<br>SIG funds<br>VI-B funds  |
|                             | Continue to provide training and technical assistance on Differentiated Instruction to LEAs   | 2005-2006 and ongoing   | Gifted/Talented Coordinator<br>SDE Regional Consultants<br>VI B and SIG funds  |
|                             | Provide parents with tools to become active members of the school and community through Title 1/Special Education project "Home, School, and Community Partnerships."   | Spring 2006 and Ongoing | VI B and Title 1 funds<br>SDE Parent Involvement Coordinator<br>Title 1 Family Coordinator<br>SDE Regional Consultants<br>SIG funds<br>VI-B funds<br>Title I funds |
| <b>2006-2007</b>            | Continue training on response to intervention (RTI) and bringing new schools on board to increase collaboration and teaming between general educators and special educators.  | 2005-2006 and ongoing   | RTI Coordinator<br>SDE Regional Consultants<br>RTI Contractors<br>SIG funds<br>VI-B funds  |
|                             | Continue to provide training and technical assistance on Differentiated Instruction to LEAs   | 2005-2006 and ongoing   | Gifted/Talented Coordinator<br>SDE Regional Consultants<br>VI B and SIG funds  |
| <b>2007<br/>(2007-2008)</b> | Deliver training on co-teaching and collaborative models that will help districts meet the NCLB requirement for content endorsed teachers to deliver the primary instruction but give students with disabilities the support they need to be successful in courses with typical peers | 2007-2008 and Ongoing   | Regional Consultants<br>Personnel Development Coordinator<br>VI-B funds  |
|                             | Prepare Co-Teaching training module and make available statewide through the Idaho Training Clearinghouse website   | June 2008               | SDE Coordinators (RTI Coordinator collaborating with others)   |

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| <b>FFY</b>                              | <b>Improvement Activities</b>  | <b>Timelines</b>  | <b>Resources</b>  |
|---|--|---|---|
| 2007-2008<br><br>New<br>Added<br>2/1/08 | <ul style="list-style-type: none"> <li>▪ “Parent Collaborative” meets at least quarterly to collaboratively plan parent involvement and technical assistance activities with representation from Title 1, Special Education, parents, school districts, Safe and Drug Free Schools, Child Nutrition, Consolidated School Health, and Content (reading &amp; math).</li> <li>▪ Collaboratively plan parent training and workshops regarding involvement.</li> <li>▪ Collaboratively host parent training and workshops in high needs districts</li> </ul> | Sept 07<br>Nov 07<br>Mar 08<br>June 08<br><br><br>Apr. 2008 | VI-B funds<br>Title 1 funds<br>Safe & Drug Free funds<br>Other funds, if available<br><br>Staff members from:<br>Special Education<br>Title I staff<br>Safe & Drug Free Coordinator<br>Health Coordinator |
| New<br>Added<br>2/1/08                  | Include LRE performance as one of the data points on which “Determinations” are made   | Jan. 2008   | Performance Work Group<br>Quality Assurance Coordinator   |
| New<br>Added<br>2/1/08                  | Provide technical assistance to districts with the lowest LRE data   | Jan-May 2008  | SDE Coordinator<br>Regional Consultants   |
|   | Provide parents with tools to become active members of the school and community through Title 1/Special Education project “Home, School, and Community Partnerships.”  | Ongoing   | SDE Parent Involvement Coordinator<br>Title 1 Family Coordinator<br>SDE Regional Consultants<br>SIG funds<br>VI-B funds<br>Title I funds  |
| <b>2008<br/>(2008-2009)</b>             | Continue training district personnel about Child Count definitions and procedures to ensure that educational environment data are accurate.  | Fall 2008 and Annually                                      | Quality Assurance Coordinator<br>VI-B Grants/Contracts Officer<br>VI-B funds  |
|   | Include LRE performance as one of the data points on which “Determinations” are made   | Jan. 2008   | Performance Work Group<br>Quality Assurance Coordinator   |
|   | Provide technical assistance to districts with the lowest LRE data   | Jan-May 2008  | SDE Coordinator<br>Regional Consultants   |
| <b>2009<br/>(2009-2010)</b>             | Continue training district personnel about Child Count definitions and procedures to ensure that educational environment data are accurate.  | Fall 2009 and Annually                                      | Quality Assurance Coordinator<br>VI-B Grants/Contracts Officer<br>VI-B funds  |
|   | Include LRE performance as one of the data points on which “Determinations” are made   | Jan. 2008   | Performance Work Group<br>Quality Assurance Coordinator   |

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| <b>FFY</b>                  | <b>Improvement Activities</b>   | <b>Timelines</b>          | <b>Resources</b>  |
|-----------------------------|---|---------------------------|---|
|                             | Provide technical assistance to districts with the lowest LRE data  | Jan-May 2008              | SDE Coordinator<br>Regional Consultants   |
|                             | Continue to provide training and technical assistance on Differentiated Instruction to LEAs   | 2009-2010<br>and Ongoing  | Gifted/Talented Coordinator<br>SDE Regional Consultants<br>VI-B funds   |
|                             | Provide parents with tools to become active members of the school and community through Title 1/Special Education project "Home, School, and Community Partnerships." | Ongoing                   | SDE Parent Involvement Coordinator<br>Title 1 Family Coordinator<br>SDE Regional Consultants<br>VI-B funds<br>Title I funds |
| <b>2010<br/>(2010-2011)</b> | Continue training district personnel about Child Count definitions and procedures to ensure that educational environment data are accurate.                           | Fall 2010 and<br>Annually | Quality Assurance Coordinator<br>VI-B Grants/Contracts Officer<br>VI-B funds  |
|                             | Include LRE performance as one of the data points on which "Determinations" are made  | Jan. 2008                 | Performance Work Group<br>Quality Assurance Coordinator   |
|                             | Provide technical assistance to districts with the lowest LRE data  | Jan-May 2008              | SDE Coordinator<br>Regional Consultants   |
|                             | Continue to provide training and technical assistance on Differentiated Instruction to LEAs   | 2010-2011<br>and Ongoing  | Gifted/Talented Coordinator<br>SDE Regional Consultants<br>VI-B funds   |
|                             | Provide parents with tools to become active members of the school and community through Title 1/Special Education project "Home, School, and Community Partnerships." | Ongoing                   | SDE Parent Involvement Coordinator<br>Title 1 Family Coordinator<br>SDE Regional Consultants<br>VI-B funds<br>Title I funds |

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**Indicator 6:** Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood/part-time early childhood special education settings).

**Data Source:**

Data collected for reporting under section 618 (Annual Report of Children Served).

**Measurement:**

Percent = # of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

**Overview of Issue/Description or Process:**

Idaho ensures that all LRE considerations apply to preschool students with disabilities who are entitled to receive special education and related services. Settings for implementing IEPs for students of preschool and kindergarten age are the same as for all other school-age children. Only one public school district, of 114, in Idaho operates a limited program for preschool children without disabilities. LEAs are not required to initiate such programs solely to satisfy LRE requirements. However, the LEA must meet the individual needs of preschool children with disabilities in least restrictive environments by providing alternative settings, which may include:

- Providing opportunities for participation (including part-time) of preschool children with disabilities in other preschool settings operated for preschool children without disabilities by other agencies (Head Start, NAEYC accredited preschools, licensed child care).
- Placing preschool children with disabilities in the following:
- Private school programs for preschool children without disabilities; or
- Private preschool programs that integrate children with and without disabilities; and
- Locating classes for preschool children with disabilities in elementary schools and integrating those children in typical kindergarten, recess, and other activities as individually appropriate.

**Baseline Data for FFY 2005 (2004-2005):**

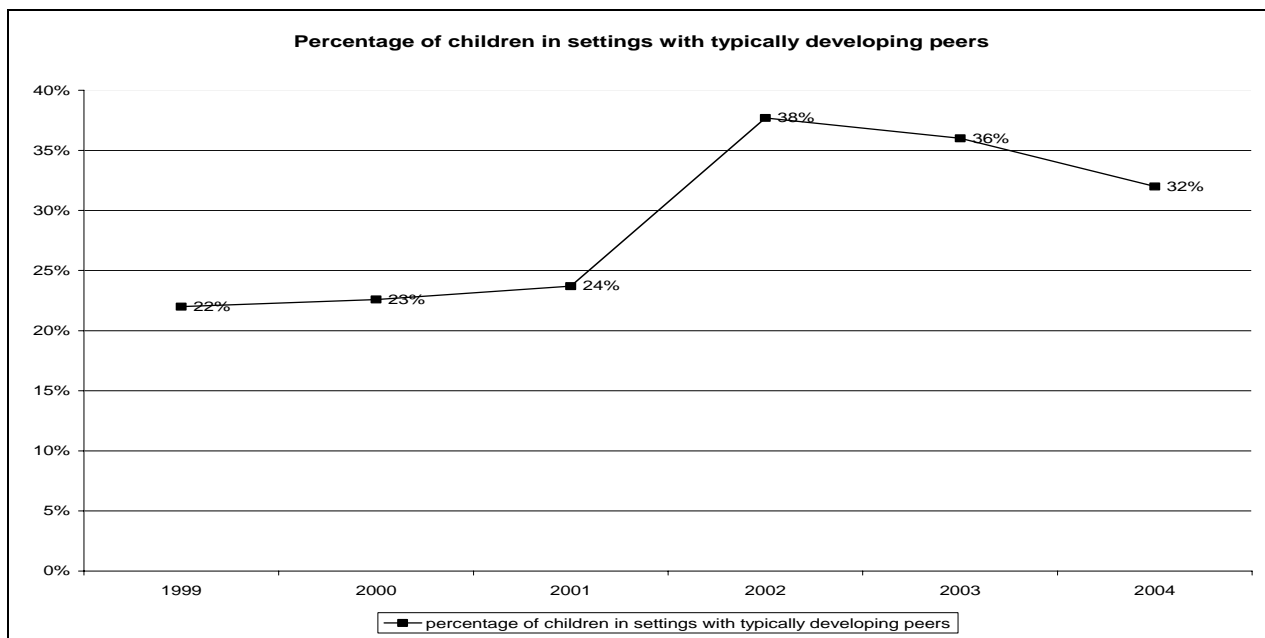
The data includes:

- Early Childhood Setting;
- Home;
- Part-time Early Childhood Setting/Part-time Early Childhood Special Education Setting.

Baseline: 32% percent of preschool children with IEPs received special education and related services in settings with typically developing peers, including early childhood settings, home, and part-time special education early childhood-part-time early childhood settings.



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**Discussion of Baseline Data:**

Most of Idaho's LEAs are rural or remote. Access to early childhood programs of acceptable quality, or any at all, is problematic for many LEAs. Only 13 Head Start programs exist in Idaho. The SDE has worked for the past year with NECTAC and the Vanderbilt Individualizing Inclusion project in order to stimulate placement and supports in inclusive settings, and to provide practicum sites and buy-in from University teacher preparation programs with Early Childhood/Early Childhood Special Education Certificate programs.

| FFY                         | Measurable and Rigorous Target                                     |
|-----------------------------|--|
| <b>2005<br/>(2005-2006)</b> | >32% of children ages 3-5 educated with typically developing peers |
| <b>2006<br/>(2006-2007)</b> | >32% of children ages 3-5 educated with typically developing peers |
| <b>2007<br/>(2007-2008)</b> | >35% of children ages 3-5 educated with typically developing peers |
| <b>2008<br/>(2008-2009)</b> | >40% of children ages 3-5 educated with typically developing peers |
| <b>2009<br/>(2009-2010)</b> | >40% of children ages 3-5 educated with typically developing peers |
| <b>2010<br/>(2010-2011)</b> | >40% of children ages 3-5 educated with typically developing peers |

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**Improvement Activities/Timelines/Resources:**

| <b>FFY</b>                  | <b>Activities</b>   | <b>Timelines</b>             | <b>Resources</b>  |
|-----------------------------|---|------------------------------|---|
| <b>2005<br/>(2005-2006)</b> | Establish state targets (from SPP) and provide districts with data comparing their preschool LRE data with the state targets.<br><br>Include these data reports in the monitoring process (during self-assessment and Plan for Improving Results. | September 2005, and Annually | Quality Assurance Coordinator and Monitoring Chair<br>Monitoring Task Force<br>Regional Consultants<br>VI-B funds                                 |
|                             | Continue to make preschool LRE data reports public  | September Annually           | Quality Assurance Coordinator<br>VI-B funds   |
|                             | Continue to assist LEAs in using LRE data in improvement planning   | Ongoing                      | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds   |
| <b>2006<br/>(2006-2007)</b> | Re-establish baseline and re-set state targets based on the new data definitions for EC environments.   | February 2007                | Early Childhood Coordinator<br>Quality Assurance Coordinator and Monitoring Chairs<br>Monitoring Task Force<br>Regional Consultants<br>VI-B funds |
|                             | Support the initiative before the legislature to remove from Code the phrase prohibiting school districts from using fiscal resources for children younger than school age, (with the exception of preschoolers with disabilities)                | January – March 2007         | All SDE Staff<br>Part C Leaders<br>Regional Consultants   |
|                             | Provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process, during self-assessments and in the Plan for Improving Results.                                       | Ongoing                      | Quality Assurance Coordinator and Monitoring Chairs<br>Early Childhood Coordinator<br>Monitoring Task Force<br>Regional Consultants<br>VI-B funds |
|                             | Continue to make preschool LRE data reports public.   | September 2007 and Annually  | Quality Assurance Coordinator<br>VI-B funds   |

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| <b>FFY</b>                  | <b>Activities</b>   | <b>Timelines</b>            | <b>Resources</b>   |
|-----------------------------|---|-----------------------------|--|
|                             | Continue to assist LEAs in using LRE data in improvement planning   | Ongoing                     | Early Childhood Coordinator<br>Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds                 |
| <b>2007<br/>(2007-2008)</b> | Provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process, during self-assessment and Plan for Improving Results. | September 2007 and Annually | Quality Assurance Coordinator and Monitoring Chairs<br>Monitoring Task Force<br>Regional Consultants<br>VI-B funds |
|                             | Continue to make preschool LRE data reports public.   | September, Annually         | Quality Assurance Coordinator<br>VI-B funds  |
|                             | Continue to assist LEAs in using LRE data in improvement planning   | Ongoing                     | Early Childhood Coordinator<br>Regional Consultants<br>VI-B funds  |
| <b>2008<br/>(2008-2009)</b> | Provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process, during self-assessment and Plan for Improving Results. | September 2008 and Annually | Quality Assurance Coordinator and Monitoring Chairs<br>Monitoring Task Force<br>Regional Consultants<br>VI-B funds |
|                             | Continue to make preschool LRE data reports public .  | September and Annually      | Quality Assurance Coordinator<br>VI-B funds  |
|                             | Continue to assist LEAs in using LRE data in improvement planning   | Ongoing                     | Early Childhood Coordinator<br>Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds                 |
| <b>2009<br/>(2009-2010)</b> | Provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process, during self-assessment and Plan for Improving Results. | September 2009 and Annually | Quality Assurance Coordinator and Monitoring Chairs<br>Monitoring Task Force<br>Regional Consultants<br>VI-B funds |
|                             | Continue to make preschool LRE data reports public.   | September 2009 and Annually | Quality Assurance Coordinator<br>VI-B funds  |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                    | <b>Activities</b>   | <b>Timelines</b>            | <b>Resources</b>   |
|-------------------------------|---|-----------------------------|--|
|                               | Continue to assist LEAs in using LRE data in improvement planning   | Ongoing                     | Early Childhood Coordinator<br>Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds                 |
| <b>2010<br/>(2010 – 2011)</b> | Provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process, during self-assessment and Plan for Improving Results. | September 2010 and Annually | Quality Assurance Coordinator and Monitoring Chairs<br>Monitoring Task Force<br>Regional Consultants<br>VI-B funds |
|                               | Continue to make preschool LRE data reports public  | September 2010 and Annually | Quality Assurance Coordinator<br>VI-B funds  |
|                               | Continue to assist LEAs in using LRE data in improvement planning   | Ongoing                     | Early Childhood Coordinator<br>Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds                 |

## Idaho State Performance Plan (SPP) FFY 2006-2011

## Indicator 7:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

**Overview of Indicator 7:**

At this time Idaho has entry data from spring 2005 only on a sub-part of Indicator 7 B., early literacy, for all 4-year olds who are eligible and receiving services under IDEA in Idaho.

Idaho will develop a system to collect data on positive social-emotional skills, early language/communication, and use of appropriate behavior to meet their needs.

Entry data for all early childhood indicators will be reported for the February, 2007 APR. We will train all personnel on the selected assessment tool/s during the summer of 2006, and obtain *status on entry* data during fall 2006. We will collect data on all preschool children with disabilities receiving special education and related services in Idaho. No sampling will be used.

Data in subsequent years will be based on progress from entry to exit. For example, children who have been in the program at least 6 months, entered 2005-2006 and exited during 2006-2007 will have entry and exit data collected at no more than 45 days after entry or before exit.

We will report, each year, a) % of children who did not improve functioning, b) % of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers, c) % of children who improved functioning to a level nearer to same-aged peers but did not reach it, d) % of children who improved functioning to reach a level comparable to same-aged peers, and e) % of children who maintained functioning at a level comparable to same-aged peers.

Measurable and rigorous targets will be based on aggregate progress data as state baseline data becomes available.

Public reporting of LEA program performance will be established for subsequent years.

We have developed a system to collect and to analyze the data based on individual children's performance on positive social-emotional skills, early language/communication, and use of appropriate behavior to meet their needs.

Measurable and rigorous targets will be based on aggregate progress data as state baseline data becomes available and reported in the 2010 SPP as directed by OSEP.

**Monitoring Priority: FAPE in the LRE**

**Indicator 7:** Percent of preschool children with IEPs who demonstrate improved:

- D. Positive social-emotional skills (including social relationships);
- E. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- F. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

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**Measurement:****A. Positive social-emotional skills (including social relationships):**

- a. **Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.**
- b. **Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.**
- c. **Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.**
- d. **Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.**
- e. **Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.**

If a + b + c + d + e does not sum to 100%, explain the difference.

**B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):**

- a. **Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.**
- b. **Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.**
- c. **Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.**
- d. **Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.**
- e. **Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.**

If a + b + c + d + e does not sum to 100%, explain the difference.

**C. Use of appropriate behaviors to meet their needs:**

- a. **Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.**
- b. **Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.**
- c. **Percent of preschool children who improved functioning to a level nearer to same-**

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Overview of Issue/Description of System or Process:**

General description of the outcome measurement system that Idaho developed with stakeholder input during the 2005-2006 school year:

The outcome measurement system for Idaho will include:

- Policies and procedures to guide outcome assessment and measurement practices.
- Provision of training and technical assistance supports to administrators and service providers in outcome data collection, reporting, and use.
- Quality assurance and monitoring procedures to ensure the accuracy of the outcome data.
- A web-based data system to collect elements for outcomes data, maintenance, and outcome data analysis functions.

Each of these is described below.

*Policies and procedures to guide outcome assessment and measurement practices.*

Data will be used from evaluations and reevaluations for measuring progress. Relevant policies will include:

- 1) Evaluation. It was determined that the ECO process should be incorporated, as much as possible, with the existing eligibility determination as required for special education eligibility. A full and individualized evaluation of a child's needs must be conducted before any action is taken with respect to the initial placement of a student with a disability in a special education program. Eligibility of children must be determined by using multiple sources of data and must not be dependent upon single test scores. Evaluation procedures may include, but are not limited to, observations, interviews, behavior checklists, structured interactions, play assessment, adaptive and developmental scales, criterion-referenced and norm referenced instruments, clinical judgment, and tests of basic concepts or other techniques and procedures as deemed appropriate by the professional(s) conducting the evaluations. Results of assessments used for determination of the 1-7 score, will be documented on the 7 pt. Child Outcome Summary Form developed by the ECO center. The ECO center decision-tree is also provided as a guidance document to district teams to ensure reliable data. Districts have the option to use Part C evaluations and eligibility information for the 'entry' score.

It is important to note, that stakeholders reviewed a number of assessments before adopting the anchor assessments to be used in conjunction with multiple sources of information including parent interview and observation. The team selected anchor assessments that had been cross-walked by the ECO center and that represented standardized and curriculum-based measures commonly used in the state. Anchor assessments include: AEPS, Battelle (BDI II), Brigance, Carolina, Creative Curriculum, HELP (Hawaii), High Scope (COR), Ounce, and Work Sampling. It was agreed that the Bayley III could be used for Part B, entry only, when completed by Part C for exit. Further, the group adopted the ECO Child Outcomes Summary Form (COSF), with a 7-point rating scale. The criterion for "comparable to same-aged peers" is defined as a child who has been scored as a 6 or 7 on the COSF.

- 2) Determination of Needed Evaluation Data. As part of the initial evaluation (if appropriate), the IEP Team and other qualified professionals shall review existing data on the child, including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, if available, and observations by teachers and related service providers to determine the present levels of performance and educational needs of the student.

## Idaho State Performance Plan (SPP) FFY 2006-2011

*Provision of training and technical assistance supports to administrators and service providers in outcome data collection, reporting, and use.*

Outcome measurement policies, procedures and strategies were determined through input from the Early Childhood Outcomes (ECO) Center and input from a broad stakeholder group including Part C, Head Start (including Migrant and Seasonal and Tribal Head Start Programs), child care, Early Childhood/Early Childhood Blended Certificate faculty at 2- and 4-year Institutions of Higher Education beginning with a stakeholder group, with the assistance of ECO Center personnel, in December, 2005. The Idaho Infant Toddler Program (Department of Health and Welfare) and the Idaho State Department of Education collaborated and coordinated the development and operation of a single outcome evaluation system from January through summer of 2006.

Idaho Parts C and B selected a list of assessment instruments.

A pamphlet was created to inform parents of the new federal requirement for reporting outcomes and their involvement in the process.

Quality assurance and monitoring procedures to ensure the accuracy and completeness of the outcome data.

The State will have the ability to analyze the time 1 and time 2 matched ratings for individuals from the data system utilizing the data calculator available on the ECO center website. Ongoing technical assistance will be available to districts to determine concerns with the established procedures. Data will be reviewed by a statewide team to determine if validity and/or reliability issues exist that will require additional training.

A web-based data system to collect elements for outcomes data, maintenance, and outcome data analysis functions.

The web-based data system was created to collect the data elements selected by the stakeholder group and required by OSEP. The district and state aggregate data is maintained at the state level. Outcome data will continue to be analyzed as it is available, for measuring early childhood outcomes at the program level and by district.

## Progress Data for FFY 2007 (2006-2007)

| 158 total records with progress data                             | A. Positive social-emotional skills (including social relationships) |               | B. Acquisition and use of knowledge and skills (including early language/communication and early literacy) |               | C. Use of appropriate behaviors to meet their needs |               |
|--|--|---------------|--|---------------|---|---------------|
|  | Number of children   | % of children | Number of children   | % of children | Number of children                                  | % of children |
| a. Percent of preschool children who did not improve functioning | <b>1/158</b>   | <b>0.6%</b>   | <b>0/158</b>   | <b>0.0%</b>   | <b>0/158</b>  | <b>0.0%</b>   |
| b. Percent of preschool children who improved                    | <b>15/158</b>  | <b>9.5%</b>   | <b>17/158</b>  | <b>10.8%</b>  | <b>18/158</b>                                       | <b>11.4%</b>  |



## Idaho State Performance Plan (SPP) FFY 2006-2011

|  |               |              |               |              |               |              |
|--|---------------|--------------|---------------|--------------|---------------|--------------|
| functioning but not sufficient to move nearer to functioning comparable to same-aged peers                       |               |              |               |              |               |              |
| c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach | <b>69/158</b> | <b>43.7%</b> | <b>78/158</b> | <b>49.4%</b> | <b>42/158</b> | <b>26.6%</b> |
| d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers         | <b>47/158</b> | <b>29.7%</b> | <b>49/158</b> | <b>31%</b>   | <b>53/158</b> | <b>33.5%</b> |
| e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers             | <b>26/158</b> | <b>16.5%</b> | <b>14/158</b> | <b>8.9%</b>  | <b>45/158</b> | <b>28.5%</b> |
| Total  | <b>N=158</b>  | <b>100%</b>  | <b>N=158</b>  | <b>100%</b>  | <b>N=158</b>  | <b>100%</b>  |

## Revision and Justification to SPP:

The following revisions with justifications to the SPP are itemized by SPP area.

- Data Source

The SPP FFY 2005 indicated that entry and exit data collection would occur at no more than 30 days after entry or before exit. That has been revised to 45 days as recommended by the ECO stakeholders group which is justified by more time to observe the child for assessment accuracy.

The SPP FFY 2005 indicated that we would report ITEMS a, b, and c within each outcome. That has been revised to ITEMS a, b, c, d, and e which is justified by OSEP requirements.

The SPP FFY 2005 indicated that public reporting of LEA program performance would be done in all years subsequent to 2007. Public reporting has been adjusted to reflect baseline establishment in 2010.

The SPP FFY 2005 indicated that we would develop a system to collect data obtained, and to analyze that data based on individual children's performance. This has been revised to we have developed a system to collect and to analyze data based on individual children's performance, which is justified due to the data collection system being developed.

- Overview of Issue/Description or Process

The FFY 2006 provided clarity to the outcome measurement system's process for the State. Revisions in the SPP FFY 2005 have been made to reflect the development and refinement of the Early Childhood Outcome process.

The Pre-K IRI graph containing 2003-2004 data has been deleted from this SPP. This is revision is justified because the IRI is no longer an option. The State Department of Education discontinued their contract with the supplier for the Pre-K IRI, as a result of a new vendor for the Idaho Reading Indicator (IRI) for grades K-12 being selected. Prior to the discontinuation of the Pre-K IRI, Part B stakeholders were queried as to the impact the loss of data from the Pre-K IRI

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would have on their assessment abilities with regard to literacy skills and acquisition. They determined that the anchor assessments provide adequate information related to outcome B.

- Discussion of Baseline Data  
The FFY 2006 provided clarity to the outcome measurement system's process for the State. Revisions in the SPP FFY 2005 have been made to reflect the development and refinement of the Early Childhood Outcome process and the subsequent data.
- Improvement Activities/Timelines/Resources  
The FFY 2006 provided clarity to the outcome measurement system's process for the State. Revisions in the SPP FFY 2005 have been made to reflect the development and refinement of the Early Childhood Outcome process in which the activities, timelines, and resources are used for process planning.
- Discussion of Improvement Activities  
This discussion was added as guided by OSEP in the APR Checklist.

**Discussion of Baseline Data:**Who will be included in the measurement, i.e. what population of children?

All children with IEPs, who are younger than 54 months of age when the first IEP is completed and who receive services for at least 6 months before kindergarten entry.

What assessment/measurement tool(s) will be used?

The SDE (Part B) and the Department of Health and Welfare (Part C), with input and buy-in from the stakeholder group December, 2005 to summer 2006 selected multiple assessment instruments which are in accord with the state's evaluation policies. Multiple assessment instruments were selected for districts to choose from, as a system to inform a team rating in each of the three outcome areas, to complete a 7-point child outcome rating system developed by the ECO center. The outcome rating scale summarizes each child's level of functioning in each of the three areas in relation to typically developing peers. The high point (7) on this scale indicates outcome achieved at an age-expected level. The low point (1) indicates the farthest distance from age-expectations.

Who will conduct the assessments?

IEP evaluation teams will determine who will conduct the anchor assessment(s). The state is capturing demographic information in the web-based system to determine if entry data is Part C exit data, a combination of data from both the Part C and Part B program, or if it is solely data collected by the Part B program, for a child who did not receive services in the Part C program. The Part B program has the option to choose to use the exit data from Part C as the entry data for Part B, this is a local team decision and can be made on an individual child basis.

When will measurement occur?

Outcome ratings will be obtained on entry into the program, at the end of each school year, and on exit from the program. A window of 45 days after entry into the program and 45 days prior to exiting the program is recommended by the ECO stakeholders group.

Who will report data to whom, in what form, and how often?

Districts will report outcome rating scores on each outcome area to the State Department of Education into a web-based data.

How will data be analyzed?

Idaho is in the design phase now to assign and track a unique identifier for each child. This timeline to have a unique identifier for children was not met but currently there is a pilot for a new system that is being tested in the state. The entry outcome ratings from children with initial IEPs will be matched to exit

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outcome ratings for individual children. At the district and state levels, analysis of matched scores will yield each of the five outcomes as stated previously. Data will be available as an excel spreadsheet so data can be sorted according to demographic information of the students, by district, by anchor assessment, and the source of the data/team that was used in the process. Data can be sorted and reviewed for multiple indicators for program improvement purposes.

When an adequate quantity of data is available, it can be used to assess progress outcomes in line with national technical assistance from the ECO center. Idaho will continue to participate in the Community of Practice conference calls and data collection, making our data available for national comparison.

*This is a new indicator. Targets will be set once baseline data are available.*

| FFY                         | Measurable and Rigorous Targets  |   |   |
|-----------------------------|--|---|---|
|                             | Indicator A: Positive Social-Emotional Skills                                      | Indicator B: Acquisition and Use of knowledge and skills (language/communication, early literacy) | Indicator C: Use of Appropriate Behaviors to Meet Needs               |
| <b>2005<br/>(2005-2006)</b> | This is a new indicator. Targets will be set when baseline data becomes available. |   |   |
| <b>2006<br/>(2006-2007)</b> | Progress data reported in graph under Baseline Data                                | Progress data reported in graph under Baseline Data   | Progress data reported in graph under Baseline Data                   |
| <b>2007<br/>(2007-2008)</b> | Targets will be established in 2010 when sufficient data is available              | Targets will be established in 2010 when sufficient data is available                             | Targets will be established in 2010 when sufficient data is available |
| <b>2008<br/>(2008-2009)</b> | Targets will be established in 2010 when sufficient data is available              | Targets will be established in 2010 when sufficient data is available                             | Targets will be established in 2010 when sufficient data is available |
| <b>2009<br/>(2009-2010)</b> | Targets will be established in 2010 when sufficient data is available              | Targets will be established in 2010 when sufficient data is available                             | Targets will be established in 2010 when sufficient data is available |
| <b>2010<br/>(2010-2011)</b> | Target Reported  | Target Reported   | Target Reported   |

**Improvement Activities/Timelines/Resources:**

| FFY                         | Improvement Activities  | Timelines     | Resources   |
|-----------------------------|---|---------------|---|
| <b>2005<br/>(2005-2006)</b> | Convene a stakeholder group to consider the use of one assessment instrument or several state-adopted assessment instruments with the ECO Center rating scale.<br>Align with Part C, G-SEG decision | December 2005 | 619 Coordinator<br>Part C, Infant Toddler Program<br>ECO Center Staff<br>VI-B Funds |

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| <b>FFY</b>                              | <b>Improvement Activities</b>  | <b>Timelines</b>      | <b>Resources</b>   |
|---|--|-----------------------|--|
|   | Adopt option selected<br>Train all 619 and Part C personnel on assessment instrument/s and rating scale (if multiple instruments are selected) for entry- exit data to be collected 2006-2007 school year. | Summer 2006           | 619 Coordinator<br>Part C, Infant Toddler Program<br>Assessment vendor trainers<br>VI-B Funds                  |
|   | Develop and implement an online, real-time system to collect entry and exit data.  | Summer 2006           | 619 Coordinator<br>Part C, Infant Toddler Program<br>SDE data personnel<br>VI-B Funds                          |
| <b>2006<br/>(2006-2007)</b>             | Develop and implement a data analysis system to review and report the data.  | Fall 2006 and Ongoing | 619 Coordinator<br>Part C, Infant Toddler Program<br>SDE data personnel<br>VI-B Funds                          |
|   | Collect progress data  | 2006-2007             | 619 Coordinator<br>SDE data personnel<br>VI-B Funds  |
| <b>2007<br/>(2007-2008)<br/>Revised</b> | Report initial progress data.  | February 2008<br>APR  | 619 Coordinator<br>Part C, Infant Toddler Program<br>ECO Stakeholder Group<br>SDE data personnel<br>VI-B Funds |
| <b>Revised</b>                          | Review entry and exit data. Make adjustments to data collection system, if needed.   | 2007 and Annually     | 619 Coordinator<br>Regional Consultants<br>VI-B Funds  |
| <b>Revised</b>                          | Provide technical assistance to districts, as needed, to improve reliable data for measuring outcomes.   | 2007 and Annually     | 619 Coordinator<br>Part C, Infant Toddler Program<br>Regional Consultants<br>VI-B Funds                        |
| <b>New</b>                              | Reconvene stakeholder group to share updates to the federal requirements for this outcome, report existing progress data and review policies and procedures and make changes as recommended.               | Fall 2008             | 619 Coordinator<br>ECO stakeholder group<br>Regional Consultants<br>VI-B Funds                                 |
| <b>2008<br/>(2008-2009)</b>             | Update and publish LEA data.   | 2008 and Annually     | 619 Coordinator<br>Regional Consultants<br>VI-B Funds  |
| <b>New</b>                              | Report progress data, review policies, and procedures.   | February 2009         | 619 Coordinator<br>Part C, Infant Toddler Program<br>ECO Stakeholder Group<br>SDE data personnel<br>VI-B Funds |

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| <b>FFY</b>                              | <b>Improvement Activities</b>   | <b>Timelines</b>  | <b>Resources</b>   |
|---|---|-------------------|--|
|   | Continue to monitor for compliance of data reporting and valid data.  | 2008 and Annually | 619 Coordinator<br>Regional Consultants<br>VI-B Funds  |
|   | Continue to provide training and technical assistance on research-based curricula and interventions in early childhood programs | 2008 and Annually | 619 Coordinator<br>Part C, Infant Toddler Program<br>Regional Consultants<br>VI-B Funds                        |
| <b>2009<br/>(2009-2010)</b>             | Update and publish LEA data.  | 2009 and Annually | 619 Coordinator<br>Regional Consultants<br>VI-B Funds  |
| <b>NEW</b>                              | Report progress data, review policies, and procedures.  | February 2010     | 619 Coordinator<br>Part C, Infant Toddler Program<br>ECO Stakeholder Group<br>SDE data personnel<br>VI-B Funds |
|   | Continue to monitor for compliance of the policies and procedures.  | 2009 and Annually | 619 Coordinator<br>Regional Consultants<br>VI-B Funds  |
|   | Continue to provide training and technical assistance on research-based curricula and interventions in early childhood programs | 2009 and Annually | 619 Coordinator<br>Part C, Infant Toddler Program<br>Regional Consultants<br>VI-B Funds                        |
| <b>2010<br/>(2010-2011)<br/>Revised</b> | Update and publish LEA data.  | 2010 and Annually | 619 Coordinator<br>Regional Consultants<br>VI-B Funds  |
|   | Continue to monitor for compliance of policies and procedures of the process.   | 2010 and Annually | 619 Coordinator<br>Part C, Infant Toddler Program<br>Regional Consultants<br>VI-B Funds                        |
|   | Continue to provide training and technical assistance on research-based curricula and interventions in early childhood programs | 2010 and Annually | 619 Coordinator<br>Part C, Infant Toddler Program<br>Regional Consultants<br>VI-B Funds                        |

**Discussion of Activities 2006-2007:**

The State developed and implemented a system of data analysis for purposes of reviewing and reporting. The 619 coordinator reviewed the data collected between September 2006 and June 2007. During the summer of 2007 ECO reporting requirements were verified by the 619 coordinator. This included verification from the LEAs that either they indeed did not have children who met the criteria for being included in the process or they required technical assistance to input their data. Further, the entry and exit

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data was verified via the data calculator provided by the ECO center, to review trends and any “impossible” combinations of Y/N and the progress designation of the 1-7 scale, from the 7-point rating scale developed by the ECO Center. This revealed to the State that the data included “impossible” Y/N combination. Although this “impossible” combination data was quite minor, it is important to note, that the web-based data collection system has now been modified to display immediate error messages to make certain data input is correct.

Future activities, as reflected in the SPP, will include reconvening the ECO stakeholders group for input, analysis, and reflection on the data.

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**Data Source:**

NCSEAM Parent Survey; data analysis by Piedra Data Services

**Idaho's Sampling Plan:**

Developed with assistance from WRRRC and Caesar DeGord

**Sampling Plan Meets Federal Requirements:**

- **Large LEAs:** There are no LEAs with enrollment higher than 50,000 in Idaho. LEAs with 24,000 (Boise) and 30,000 (Meridian Joint) students are subdivided into 2 and 3 subgroups and respectively included in 2 and 3 years of the five year data collection process, alternating each other along the remaining years of the SPP.
- **All LEAs Included:** Each LEA is included on one of the remaining years of the SPP.
- **Baseline Data:** Data was collected to reflect baseline information from school year 2005-2006.
- **Reporting:** This plan will allow Idaho to report state and district level data, including all districts during the remaining years of the SPP. Each year of data collection will be representative of the state in regard to population size, geographical location, race/ethnicity, and disability.
- **Baseline:** Baseline is determined from a representative sample of the state with the same process utilized for the remaining years of the SPP. Baseline data are from the districts selected for Year 1 of the data collection process.

**Specific Plan Details:**

- **Target Population:** Parents of students with disabilities in Idaho are the target population with baseline collected during the 2005-2006 school year. There were 28,785 students with disabilities in Idaho school districts for school year 2005/06.
- **Indicator Chosen:** This sample is applicable for Indicator 8 only.
- **Census or Sample:** For larger districts, data will be collected from a random sample of parents of students with disabilities. On smaller districts, data will be collected from a census of the target population. The cut off point between sampling and census is 100.
- **Description of Sample Design:**
  - **Stratification** – district selection for each year of the data collection process was performed by stratifying school district size, number of minority students, and disability type for the two largest race-ethnicity groups. Each year is representative of the state according to these three variables.
  - **Stages / Clustering** – For the selected districts, data will be collected via census, if the Child Count is less than 100, and by random sampling in larger districts.
  - **Over sampling / Allocation** – Data collected will be tested according to how representative the sample is with respect to race/ethnicity and type of disability within each school. Considering that we are likely to have a substantial number of no-responses, which varies according to the data collection method (interview, survey, survey method, etc.), we will need to discuss strategies to make an assertion on whether we have a potential bias or not, and for corrections of the data collected. Therefore, we are collecting basic demographic information from each survey respondent. If returned surveys are considered potentially biased, cells will be corrected with distribution of weights according the race/ethnicity and disability categories.
  - **Treatment of Extremely Large / Small Units** – There are school districts in the state that are small. On these districts, information will be analyzed in a case by case basis

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with respect to return rates and reporting. Reporting will not take place from districts with cell sizes smaller than what would allow the public to identify the students in question. The two largest districts are subdivided into two and three data collection opportunities. Each data collection opportunity will be representative of the entire school district, based on population, race/ethnicity, and disability. Because the random student selection is taken from specific buildings that are representative of the whole in the two largest districts, samples will be discrete, from a separate pool of students each year.

- **Implementation details** – For districts with 100 or more students on their Child Count, the SDE Computer Services Bureau will run a random selection program to generate student names. The SDE contacts the district requesting parent contact information for the students selected. From districts with less than 100 SWD, contact information is requested for all parents. The SDE carried out the entire survey process the first year, but due to the limitations of a small staff, we have contracted with Piedra to carry out the process for future years.
- **Justification of Sample Sizes** – A random sample within each district was calculated to provide results on a confidence interval of 2 and confidence level of 95%.
- **Expected Response Rates**

**The Sample and the Sample Design:****Introduction**

As it happens to all states in the nation, Idaho has unique geographic and demographic characteristics within its borders and within and across its school districts. To design a five year sampling process where the group of LEAs to be selected for each year of the APR analysis and reporting is representative of the state is a substantial challenge.

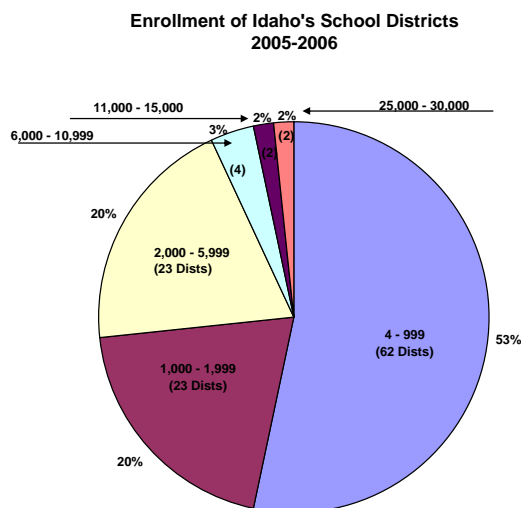
To perform this design, we analyzed the geographic and demographic characteristics of the state. Once these characteristics were analyzed and understood from the perspective of relevant special education variables, we performed a two step selection process. First, we selected the districts for each year utilizing a stratified process so each year would be a representative slice of the state. And second, assured that we had a representative slice of the state, we then used a random selection of the parents within each school district. With this process, we know we have targeted a sample of parents that are representative of all parents in the state for each year.

**Characteristics of the State – School District Size**

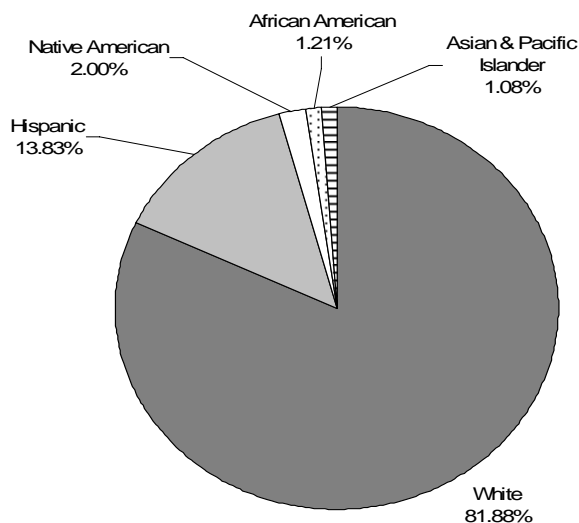
One important aspect to consider in Idaho is that about 50% of all school districts have a total student enrollment of less than a 1,000 students. The next group is of School Districts students between 1,000 and 2,000 students (Please see Table 1 on next page). Besides Meridian Joint, with 30,347 students and Boise with 25,474 students, there are only 6 School Districts with more than 5,000 students.



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**Characteristics of the State – Race-Ethnicity**

The great majority of the student population is composed by White students, followed by Hispanic students. The other race-ethnicities compose 2% or less of the total student enrollment. However, exceptional cases exist. As an example, there are districts that encompass Native American reservations. Lapwai, for example, has a total enrollment of 505 students with 73% being Native American. Similarly, the Plummer-Worley District has 498 students, 75% of them Native American.

**Special Education in Idaho by Race-Ethnicity****District Selection Process**

Considering the discussed state characteristics, to obtain a district selection process that is representative of the state for each year of the SPP for indicator 8, we performed the following steps:

- First we utilized three stratification variables and rank-ordered school districts from highest to lowest according to a three tiered stratification and classification process. These variables were, in order: size of district, number of minority students, and a selected disability. We decided to

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aggregate the following minority groups: Hispanic, Native American and African American due to the small numbers of certain minority groups.

- Second we divided the ranked ordered districts into subgroups of five districts.
- Third, we applied a random component, a discrete 1-5 random number for each subgroup of 5 for the selection of the specific entities to be included on each of the 5 years of the data collection process. The random numbers, a selection without duplicates, were obtained from [www.random.org](http://www.random.org).
- Fourth, compared means for enrollment, minorities, and combination of certain minority and a disability (Cognitive Impairment) to test the hypothesis that for every year of the remaining 5 years of the SPP, the district selection was representative of the state.
- Fifth, we considered Boise and Meridian districts as separate from this process due to size. They will be included on the sampling collection process multiple times. Meridian was divided into three subgroups and Boise into two subgroups. They will be included in the 5 year collection process in alternate years; Meridian on years 1, 3 and 5 and Boise on years 2 and 4.

With this process, we know we achieved a yearly selection of districts that is statistically representative of the state for each year of the five remaining years of the SPP, with a method that can be replicated for a new round of data collection on subsequent SPPs beyond 2010.

### Sample Selection within Each District

Within each group of districts, for each year, we applied a sample selection utilizing a confidence interval of 2 and a 95% confidence level. This will provide the number of parents of students with disabilities who will be selected randomly for each year of the data collection process for Indicator 8. On districts that are too small, we recommend a census type of collection.

### Testing of the Five Groups for State Representation

Table 2 shows how each group of districts, for each year, compares with each other and with the state. Please note that, because of their larger size, Meridian and Boise school districts were subdivided into 3 and 2 districts respectively.

**Table 1 – Comparing Means for Enrollment, Special Education Count, and Selected Minority Groups for Each Year of Sampled School Districts**

|        |                       | Enrollmen<br>t | Special<br>Education | Minorities<br>Total | Hispanic | Native<br>America<br>n | African<br>America<br>n |
|--------|-----------------------|----------------|----------------------|---------------------|----------|------------------------|-------------------------|
| Year 1 | Mean                  | 2120.71        | 233.75               | 317.79              | 28.46    | 12.92                  | 2.88                    |
|        | # of School Districts | 24             | 24                   | 24                  | 24       | 24                     | 24                      |
|        | Std. Deviation        | 3099.87        | 347.24               | 457.03              | 38.23    | 32.45                  | 5.98                    |
| Year 2 | Mean                  | 2198.33        | 234.71               | 340.17              | 33.38    | 4.54                   | 2.96                    |
|        | # of School Districts | 24             | 24                   | 24                  | 24       | 24                     | 24                      |
|        | Std. Deviation        | 3226.30        | 359.75               | 547.74              | 63.65    | 12.61                  | 6.41                    |
| Year 3 | Mean                  | 2302.08        | 270.83               | 435.92              | 48.08    | 2.63                   | 3.50                    |
|        | # of School Districts | 24             | 24                   | 24                  | 24       | 24                     | 24                      |
|        | Std. Deviation        | 3497.03        | 414.92               | 826.57              | 98.65    | 3.31                   | 7.33                    |
| Year 4 | Mean                  | 2097.58        | 236.25               | 323.83              | 35.38    | 1.58                   | 2.88                    |

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|        |                       | Enrollment | Special Education | Minorities Total | Hispanic | Native American | African American |
|--------|-----------------------|------------|-------------------|------------------|----------|-----------------|------------------|
|        | # of School Districts | 24         | 24                | 24               | 24       | 24              | 24               |
|        | Std. Deviation        | 3100.11    | 351.89            | 670.98           | 79.54    | 2.22            | 5.64             |
| Year 5 | Mean                  | 2119.35    | 233.57            | 245.13           | 21.48    | 2.43            | 2.39             |
|        | # of School Districts | 23         | 23                | 23               | 23       | 23              | 23               |
|        | Std. Deviation        | 2903.39    | 304.86            | 364.18           | 28.87    | 5.36            | 4.62             |
| State  | Mean                  | 2168.02    | 241.89            | 333.30           | 33.45    | 4.84            | 2.92             |
|        | # of School Districts | 119        | 119               | 119              | 119      | 119             | 119              |
|        | Std. Deviation        | 3120.286   | 352.0839          | 590.4037         | 66.6132  | 16.1953         | 5.98042          |

**Note:** "Minorities total" is an aggregate of Hispanic, Native American, and African American subgroups.

The average size of districts as measured by general education enrollment is well distributed across the years. The special education population is well distributed also, and so are the aggregate of all minorities. We see fluctuations when we move to the specific minority populations, where the cell numbers are small (for example, in Idaho there are only 576 Native American students with disabilities and 348 African American students with disabilities).

When looking at the percentages, some of these variations also occur. Again, this is a reflection of the small numbers of certain minorities and how some districts concentrate a large number of Native American students, for example. Table 2 shows the same data as a comparison of percentages of main variables for each year. Table 3 depicts the two largest ethnic groups, White and Hispanic populations, with respect to cognitive impairment classification. This is reasonably stable across the years. Finally, Table 4 depicts the districts, by enrollment size, across the five year sampling process.

**Table 2 – Percent of Special Education, Minorities, Hispanic, Native American and African American Populations for the Aggregate of the School Districts for each Year of the Sample Collections**

|        | Percent Special Education | Percent Minorities | Percent Hispanic | Percent Native American | Percent African American |
|--------|---------------------------|--------------------|------------------|-------------------------|--------------------------|
| Year 1 | 10.81%                    | 15.88%             | 15.18%           | 5.26%                   | 0.51%                    |
| Year 2 | 10.03%                    | 13.79%             | 8.63%            | 3.76%                   | 0.58%                    |
| Year 3 | 10.97%                    | 18.86%             | 14.42%           | 1.71%                   | 1.66%                    |
| Year 4 | 11.62%                    | 12.28%             | 12.96%           | 0.69%                   | 0.79%                    |
| Year 5 | 12.07%                    | 13.34%             | 11.69%           | 1.62%                   | 0.56%                    |

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|             | <b>Percent<br/>Special<br/>Education</b> | <b>Percent<br/>Minorities</b> | <b>Percent<br/>Hispanic</b> | <b>Percent Native<br/>American</b> | <b>Percent<br/>African<br/>American</b> |
|-------------|--|-------------------------------|-----------------------------|------------------------------------|---|
| State Total | 11.09%                                   | 14.84%                        | 12.58%                      | 2.62%                              | 0.82%                                   |

**Table 3 – Distribution of White and Hispanic Students with Cognitive Impairment across each of the Five Groups**

|             |                       | <b>Enrollment</b> | <b>Special<br/>Education</b> | <b>White<br/>Cognitive<br/>Impaired</b> | <b>Hispanic<br/>Cognitive<br/>Impaired</b> |
|-------------|-----------------------|-------------------|------------------------------|---|--|
| Year 1      | Mean                  | 2120.71           | 233.75                       | 11.25                                   | 2.29                                       |
|             | # of School Districts | 24                | 24                           | 24                                      | 24   |
|             | Std. Deviation        | 3099.87           | 347.24                       | 17.44                                   | 3.41                                       |
| Year 2      | Mean                  | 2198.33           | 234.71                       | 12.25                                   | 2.29                                       |
|             | # of School Districts | 24                | 24                           | 24                                      | 24   |
|             | Std. Deviation        | 3226.30           | 359.75                       | 19.71                                   | 4.76                                       |
| Year 3      | Mean                  | 2302.08           | 270.83                       | 11.71                                   | 2.83                                       |
|             | # of School Districts | 24                | 24                           | 24                                      | 24   |
|             | Std. Deviation        | 3497.03           | 414.92                       | 18.84                                   | 5.38                                       |
| Year 4      | Mean                  | 2097.58           | 236.25                       | 11.00                                   | 2.79                                       |
|             | # of School Districts | 24                | 24                           | 24                                      | 24   |
|             | Std. Deviation        | 3100.11           | 351.89                       | 16.89                                   | 5.88                                       |
| Year 5      | Mean                  | 2119.35           | 233.57                       | 11.70                                   | 1.96                                       |
|             | # of School Districts | 23                | 23                           | 23                                      | 23   |
|             | Std. Deviation        | 2903.39           | 304.86                       | 15.44                                   | 4.61                                       |
| State Total | Mean                  | 2168.02           | 241.89                       | 11.58                                   | 2.44                                       |
|             | # of School Districts | 119               | 119                          | 119                                     | 119  |
|             | Std. Deviation        | 3120.286          | 352.0839                     | 17.45                                   | 4.81                                       |

**Table 4 – Distribution of School Districts by Size (Total Enrollment) Across each of the Five Years**

|                          | <b>Number of School Districts</b> |               |               |               |               |
|--------------------------|-----------------------------------|---------------|---------------|---------------|---------------|
|                          | <b>Year 1</b>                     | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
| 10,000 or more           | 2                                 | 2             | 2             | 1             | 2             |
| Between 5,000 and 10,000 | 1                                 | 1             | 1             | 2             | 0             |
| Between 1,000 and 5,000  | 8                                 | 9             | 8             | 8             | 10            |
| 1,000 or less            | 13                                | 12            | 13            | 13            | 11            |
| State Total              | 24                                | 24            | 24            | 24            | 23            |

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Overall, each of the five year district selections is a good representation of the state's overall special education population.

**Special cases:**

Before we present the lists of districts for each year, we should note that some districts were not entered on the sampling calculation process.

Districts that are not in operation yet: The following three charter school districts that will start operations in the fall of 2006, as well as other charter school LEAs that will be approved in the future, will be entered on the sampling process accordingly.

459 Garden City Community Charter  
 460 Academy @ Roosevelt Poc.  
 461 Taylor Crossing IF

Other Entities

Data will be collected from this special purpose school and will be posted on year 5.

596 Idaho School for the Deaf and Blind - ISDB

Some schools that were entered on the sampling process do not have students with disabilities. If along the process they identify students with disabilities, then they will be included in the data collection mechanism according to where they are currently scheduled to participate on the data collection process.

**Year 1 – List of Participating School Districts on Sample Collection**

| Code | District Name         | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority | Sample Size |
|------|-----------------------|--------|--------------------|-------------------|----------------|---------------------|------------|-------------|
| 2.3  | Meridian 3            | SW     | 10115              | 1078              | 698            | 10.66%              | 6.90%      | 386         |
| 25   | Pocatello             | SE     | 11907              | 1403              | 1635           | 11.78%              | 13.73%     | 421         |
| 273  | Post Falls            | N      | 5183               | 500               | 299            | 9.65%               | 5.77%      | 273         |
| 55   | Blackfoot             | SE     | 4216               | 505               | 1399           | 11.98%              | 33.18%     | 275         |
| 3    | Kuna                  | SW     | 3897               | 418               | 294            | 10.73%              | 7.54%      | 247         |
| 261  | Jerome                | SE     | 3239               | 309               | 1150           | 9.54%               | 35.50%     | 204         |
| 60   | Shelley               | SE     | 2069               | 223               | 243            | 10.78%              | 11.74%     | 163         |
| 431  | Weiser                | SW     | 1623               | 142               | 431            | 8.75%               | 26.56%     | 115         |
| 401  | Teton County          | SE     | 1390               | 175               | 323            | 12.59%              | 23.24%     | 136         |
| 231  | Gooding               | SE     | 1318               | 144               | 339            | 10.93%              | 25.72%     | 116         |
| 33   | Bear Lake             | SE     | 1221               | 122               | 37             | 9.99%               | 3.03%      | 102         |
| 351  | Oneida                | SE     | 866                | 109               | 63             | 12.59%              | 7.27%      | 92          |
| 252  | Ririe                 | SE     | 669                | 81                | 38             | 12.11%              | 5.68%      | 71          |
| 253  | West Jefferson        | SE     | 654                | 65                | 155            | 9.94%               | 23.70%     | 59          |
| 44   | Plummer/Worley        | N      | 498                | 88                | 328            | 17.67%              | 65.86%     | 77          |
| 181  | Challis               | SE     | 448                | 64                | 36             | 14.29%              | 8.04%      | 58          |
| 422  | Cascade               | SW     | 364                | 76                | 10             | 20.88%              | 2.75%      | 68          |
| 274  | Kootenai              | N      | 282                | 31                | 9              | 10.99%              | 3.19%      | 30          |
| 316  | Richfield             | SE     | 236                | 21                | 45             | 8.90%               | 19.07%     | 20          |
| 454  | Rolling Hills Charter | SW     | 228                | 3                 | 10             | 1.32%               | 4.39%      | 3           |

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| Code             | District Name | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority | Sample Size |
|------------------|---------------|--------|--------------------|-------------------|----------------|---------------------|------------|-------------|
| 234              | Bliss         | SW     | 183                | 26                | 77             | 14.21%              | 42.08%     | 25          |
| 121              | Camas         | SW     | 158                | 14                | 2              | 8.86%               | 1.27%      | 14          |
| 433              | Midvale       | SW     | 125                | 13                | 6              | 10.40%              | 4.80%      | 13          |
| 383              | Arbon         | SE     | 8                  | 0                 | 0              | 0.00%               | 0.00%      | 0           |
| Total for Year 1 |               |        | 50,897             | 5,610             | 7,627          | 11.02%              | 14.99%     | 2,965       |

Notes: **Minority** is the aggregate of Hispanic, African American and Native American students from total enrollment. **Sample Size** was calculated using a Confidence Interval of 4 and Confidence Level of 95%. **Meridian and Boise** calculations are simple fractions of the total.

## Year 2– List of Participating School Districts on Sample Collection

| Code | District Name      | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority | Sample Size |
|------|--------------------|--------|--------------------|-------------------|----------------|---------------------|------------|-------------|
| 1.1  | Boise 1            | SW     | 12,737             | 1,450             | 1,345          | 11.38%              | 10.56%     | 425         |
| 91   | Idaho Falls        | SE     | 10,071             | 1,079             | 1,525          | 10.71%              | 15.14%     | 386         |
| 139  | Vallivue           | SW     | 5,491              | 610               | 1,499          | 11.11%              | 27.30%     | 303         |
| 272  | Lakeland           | N      | 4,467              | 424               | 157            | 9.49%               | 3.51%      | 249         |
| 1002 | COSSA              | SW     | 3,837              | 439               | 1,564          | 11.44%              | 40.76%     | 254         |
| 61   | Blaine County      | SW     | 3,212              | 366               | 746            | 11.39%              | 23.23%     | 228         |
| 201  | Preston            | SE     | 2,413              | 233               | 195            | 9.66%               | 8.08%      | 168         |
| 452  | Idaho Virtual Acad | SW     | 1,766              | 116               | 71             | 6.57%               | 4.02%      | 97          |
| 414  | Kimberly           | SE     | 1,340              | 110               | 134            | 8.21%               | 10.00%     | 93          |
| 322  | Sugar-Salem        | SE     | 1,274              | 120               | 100            | 9.42%               | 7.85%      | 100         |
| 41   | St. Maries         | N      | 1,121              | 158               | 72             | 14.09%              | 6.42%      | 125         |
| 421  | McCall-Donnelly    | SW     | 1,024              | 89                | 61             | 8.69%               | 5.96%      | 78          |
| 150  | Soda Springs       | SE     | 864                | 103               | 23             | 11.92%              | 2.66%      | 88          |
| 202  | West Side          | SE     | 555                | 61                | 22             | 10.99%              | 3.96%      | 55          |
| 341  | Lapwai             | N      | 505                | 81                | 415            | 16.04%              | 82.18%     | 71          |
| 458  | Liberty Charter    | SW     | 407                | 19                | 39             | 4.67%               | 9.58%      | 18          |
| 415  | Hansen             | SE     | 389                | 39                | 111            | 10.03%              | 28.53%     | 37          |
| 282  | Genesee            | N      | 321                | 29                | 11             | 9.03%               | 3.43%      | 28          |
| 451  | Victory Charter    | SW     | 264                | 18                | 27             | 6.82%               | 10.23%     | 18          |
| 182  | Mackay             | SE     | 226                | 32                | 18             | 14.16%              | 7.96%      | 30          |
| 149  | North Gem          | SE     | 185                | 26                | 9              | 14.05%              | 4.86%      | 25          |
| 432  | Cambridge          | SW     | 151                | 26                | 1              | 17.22%              | 0.66%      | 25          |
| 457  | Inspire Charter    | SW     | 136                | 5                 | 19             | 3.68%               | 13.97%     | 5           |
| 191  | Prairie            | SW     | 4                  | -                 | -              | 0.00%               | 0.00%      |             |

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| Code             | District Name | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority | Sample Size |
|------------------|---------------|--------|--------------------|-------------------|----------------|---------------------|------------|-------------|
| Total for Year 2 |               |        | 52,760             | 5,633             | 8,164          | 10.68%              | 15.47%     | 2,906       |

## Year 3– List of Participating School Districts on Sample Collection

| Code                    | District Name     | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority    | Sample Size  |
|-------------------------|-------------------|--------|--------------------|-------------------|----------------|---------------------|---------------|--------------|
| 2.1                     | Meridian 1        | SW     | 10,116             | 1,078             | 698            | 10.66%              | 6.90%         | 386          |
| 131                     | Nampa             | SW     | 13,831             | 1,715             | 3,894          | 12.40%              | 28.15%        | 445          |
| 411                     | Twin Falls        | SE     | 7,207              | 846               | 1,085          | 11.74%              | 15.05%        | 351          |
| 151                     | Cassia County     | SE     | 4,959              | 470               | 1,373          | 9.48%               | 27.69%        | 264          |
| 193                     | Mountain Home     | SW     | 3,944              | 610               | 821            | 15.47%              | 20.82%        | 303          |
| 134                     | Middleton         | SW     | 2,773              | 289               | 231            | 10.42%              | 8.33%         | 195          |
| 1001                    | Silver Valley     | N      | 2,019              | 273               | 100            | 13.52%              | 4.95%         | 188          |
| 371                     | Payette           | SW     | 1,758              | 169               | 410            | 9.61%               | 23.32%        | 132          |
| 381                     | American Falls    | SE     | 1,562              | 170               | 636            | 10.88%              | 40.72%        | 133          |
| 171                     | Orofino Joint     | N      | 1,316              | 174               | 80             | 13.22%              | 6.08%         | 135          |
| 232                     | Wendell           | SE     | 1,093              | 159               | 417            | 14.55%              | 38.15%        | 126          |
| 372                     | New Plymouth      | SW     | 902                | 112               | 106            | 12.42%              | 11.75%        | 95           |
| 59                      | Firth             | SE     | 797                | 92                | 125            | 11.54%              | 15.68%        | 80           |
| 304                     | Kamiah            | N      | 525                | 52                | 110            | 9.90%               | 20.95%        | 48           |
| 285                     | Potlatch          | N      | 487                | 73                | 7              | 14.99%              | 1.44%         | 65           |
| 233                     | Hagerman          | SW     | 404                | 42                | 87             | 10.40%              | 21.53%        | 39           |
| 365                     | Bruneau-Grandview | SW     | 368                | 54                | 116            | 14.67%              | 31.52%        | 50           |
| 13                      | Council           | SW     | 290                | 41                | 20             | 14.14%              | 6.90%         | 38           |
| 456                     | Falcon Ridge      | SW     | 265                | 21                | 4              | 7.92%               | 1.51%         | 20           |
| 418                     | Murtaugh          | SE     | 216                | 21                | 100            | 9.72%               | 46.30%        | 20           |
| 314                     | Dietrich          | SE     | 170                | 21                | 32             | 12.35%              | 18.82%        | 20           |
| 382                     | Rockland          | SE     | 147                | 15                | 6              | 10.20%              | 4.08%         | 15           |
| 292                     | South Lemhi       | SE     | 97                 | 3                 | 2              | 3.09%               | 2.06%         | 3            |
| 416                     | Three Creek       | SE     | 4                  | -                 | 2              | 0.00%               | 50.00%        | 0            |
| <b>Total for Year 3</b> |                   |        | <b>55,250</b>      | <b>6,500</b>      | <b>10,462</b>  | <b>11.76%</b>       | <b>18.94%</b> | <b>3,151</b> |

## Year 4– List of Participating School Districts on Sample Collection

| Code | District Name | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority | Sample Size |
|------|---------------|--------|--------------------|-------------------|----------------|---------------------|------------|-------------|
| 1.2  | Boise 2       | SW     | 12,737             | 1,450             | 1,345          | 11.38%              | 10.56%     | 425         |

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| Code                    | District Name     | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority    | Sample Size  |
|-------------------------|-------------------|--------|--------------------|-------------------|----------------|---------------------|---------------|--------------|
| 93                      | Bonneville        | SE     | 8,569              | 910               | 888            | 10.62%              | 10.36%        | 362          |
| 132                     | Caldwell          | SW     | 5,987              | 768               | 3,090          | 12.83%              | 51.61%        | 337          |
| 84                      | Lake Pend Oreille | N      | 4,104              | 498               | 153            | 12.13%              | 3.73%         | 272          |
| 251                     | Jefferson         | SE     | 4,079              | 318               | 497            | 7.80%               | 12.18%        | 208          |
| 281                     | Moscow            | N      | 2,533              | 309               | 173            | 12.20%              | 6.83%         | 204          |
| 215                     | Fremont           | SE     | 2,244              | 276               | 409            | 12.30%              | 18.23%        | 189          |
| 101                     | Boundary          | N      | 1,576              | 199               | 119            | 12.63%              | 7.55%         | 150          |
| 83                      | West Bonner       | N      | 1,499              | 192               | 35             | 12.81%              | 2.33%         | 146          |
| 241                     | Grangeville       | N      | 1,293              | 190               | 80             | 14.69%              | 6.19%         | 145          |
| 288                     | Whitepine         | N      | 1,225              | 62                | 40             | 5.06%               | 3.27%         | 56           |
| 58                      | Aberdeen          | SE     | 887                | 97                | 364            | 10.94%              | 41.04%        | 84           |
| 262                     | Valley            | SE     | 655                | 69                | 202            | 10.53%              | 30.84%        | 62           |
| 192                     | Glenns Ferry      | SW     | 525                | 79                | 236            | 15.05%              | 44.95%        | 70           |
| 148                     | Grace             | SE     | 478                | 53                | 36             | 11.09%              | 7.53%         | 49           |
| 242                     | Cottonwood        | N      | 435                | 48                | 9              | 11.03%              | 2.07%         | 45           |
| 287                     | Troy              | N      | 331                | 49                | 9              | 14.80%              | 2.72%         | 45           |
| 417                     | Castleford        | SE     | 301                | 25                | 68             | 8.31%               | 22.59%        | 24           |
| 71                      | Garden Valley     | SW     | 281                | 21                | -              | 7.47%               | 0.00%         | 20           |
| 455                     | Compass Charter   | SW     | 234                | 13                | 9              | 5.56%               | 3.85%         | 13           |
| 11                      | Meadows Valley    | SW     | 193                | 23                | 2              | 11.92%              | 1.04%         | 22           |
| 302                     | Nezperce          | N      | 151                | 17                | 8              | 11.26%              | 5.30%         | 17           |
| 394                     | Avery             | N      | 14                 | -                 | -              | 0.00%               | 0.00%         | 0            |
| 364                     | Pleasant Valley   | SW     | 11                 | 4                 | -              | 36.36%              | 0.00%         | 4            |
| <b>Total for Year 4</b> |                   |        | <b>50,342</b>      | <b>5,670</b>      | <b>7,772</b>   | <b>11.26%</b>       | <b>15.44%</b> | <b>2,948</b> |

## Year 5– List of Participating School Districts on Sample Collection

| Code | District Name | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority | Sample Size |
|------|---------------|--------|--------------------|-------------------|----------------|---------------------|------------|-------------|
| 2.2  | Meridian 2    | SW     | 10,116             | 1,078             | 698            | 10.66%              | 6.90%      | 386         |
| 271  | Coeur d'Alene | N      | 10,201             | 999               | 412            | 9.79%               | 4.04%      | 375         |
| 340  | Lewiston      | N      | 4,987              | 630               | 329            | 12.63%              | 6.60%      | 308         |



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| Code                    | District Name   | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority    | Sample Size  |
|-------------------------|-----------------|--------|--------------------|-------------------|----------------|---------------------|---------------|--------------|
| 321                     | Madison         | SE     | 4,306              | 468               | 323            | 10.87%              | 7.50%         | 263          |
| 331                     | Minidoka        | SE     | 4,072              | 433               | 1,681          | 10.63%              | 41.28%        | 252          |
| 221                     | Emmett          | SW     | 2,840              | 417               | 330            | 14.68%              | 11.62%        | 246          |
| 52                      | Snake River     | SE     | 1,971              | 156               | 413            | 7.91%               | 20.95%        | 124          |
| 373                     | Fruitland       | SW     | 1,652              | 187               | 344            | 11.32%              | 20.82%        | 143          |
| 413                     | Filer           | SE     | 1,341              | 148               | 172            | 11.04%              | 12.83%        | 119          |
| 412                     | Buhl            | SE     | 1,306              | 101               | 332            | 7.73%               | 25.42%        | 87           |
| 21                      | Marsh Valley    | SE     | 1,250              | 165               | 45             | 13.20%              | 3.60%         | 130          |
| 291                     | Salmon          | SE     | 1,002              | 123               | 25             | 12.28%              | 2.50%         | 102          |
| 136                     | Melba           | SW     | 706                | 88                | 94             | 12.46%              | 13.31%        | 77           |
| 312                     | Shoshone        | SE     | 557                | 53                | 211            | 9.52%               | 37.88%        | 49           |
| 111                     | Butte County    | SE     | 499                | 88                | 33             | 17.64%              | 6.61%         | 77           |
| 72                      | Basin           | SW     | 431                | 46                | 13             | 10.67%              | 3.02%         | 43           |
| 73                      | Horseshoe Bend  | SW     | 342                | 51                | 32             | 14.91%              | 9.36%         | 47           |
| 283                     | Kendrick        | N      | 303                | 59                | 8              | 19.47%              | 2.64%         | 54           |
| 453                     | Richard McKenna | SW     | 248                | -                 | 25             | 0.00%               | 10.08%        | 0            |
| 161                     | Clark County    | SE     | 206                | 24                | 86             | 11.65%              | 41.75%        | 23           |
| 305                     | Highland        | N      | 203                | 26                | 17             | 12.81%              | 8.37%         | 25           |
| 342                     | Culdesac        | N      | 153                | 20                | 15             | 13.07%              | 9.80%         | 19           |
| 92                      | Swan Valley     | SE     | 53                 | 12                | -              | 22.64%              | 0.00%         | 12           |
| <b>Total for Year 5</b> |                 |        | <b>48,745</b>      | <b>5,372</b>      | <b>5,638</b>   | <b>11.02%</b>       | <b>11.57%</b> | <b>2,959</b> |

**Measurement:**

Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

**Overview of Issue/Description or Process:**

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Beginning in FFY 2005, Idaho collected data using the NCSEAM Parent Survey beginning with the Year 1 districts listed above. The process to be followed annually includes:

- From the appropriate list above, (Year 1 to Year 5), obtain a stratified random sample of students from the districts' most recent Child Count using the computerized random selection program in the SDE Foxpro system, if the district has more than 100 students in special education.
- If the district has less than 100 students in special education, all students are selected.
- Letters with the selected student names are sent to the districts, requesting that contact information for parents be returned to the SDE within four weeks.
- District sends a letter of explanation to the parents of the selected students encouraging them to participate in the survey. The letter is provided by the SDE to the district and is written in English on one side and in Spanish on the other side.
- NCSEAM surveys are sent to the selected parents along with a return envelope and a number to call if they require assistance to complete the survey.
- Follow-up phone calls are made by trained parent interviewers, if the survey is not returned within three weeks.
- Returned surveys are bundled and sent to MetaMetrics to be scanned and the data analyzed.
- Data analysis is returned to the SDE.
- Data is used for planning and program improvement activities at both the district and state levels.
- Data is publicly reported.

*Note: Although the SDE carried out this process for Year 1, in future years this service will be contracted out (through Piedra for Year 2) after the SDE obtains the parent contact information.*

**Baseline Data for FFY 2005 (2005-2006):**

| <b>Parents Reporting that Schools Facilitated Parent Involvement</b><br>(Percentage of parents scoring their school at or above the "gold" standard of 600) | <b>Parent Survey<br/>Average Score</b> |
|---|--|
| 26%   | 530.29                                 |

**Discussion of Baseline Data:**

| <b>Year 1 Parent Survey Statistics</b> |  |
|--|--|
| Number of surveys mailed: 1,300        | Phone call reminders resulted in 120 additional surveys returned |
| Total completed surveys returned = 359 | Return Rate = 27.6%  |

During Year 1, the entire NCSEAM Survey, including 119 questions, was sent to parents. Even with follow up phone calls, many parents refused to respond. Some cited the length of the survey and time required for completion to be a barrier. Others reported taking offense to one particular section, one that was not required by statute or regulation. Persistence by our parent interviewers who followed up with phone calls to non-responding parents, paid off by more than doubling the response rate. Therefore, in future years, only the first section of the NCSEAM survey, the portion required in the law, will be included. By eliminating the optional items, we are hoping to increase the willingness of parents to participate in the survey.

A variation to the sampling plan during Year 1 occurred in regard to how many student names were randomly selected from each district. The suggestion to include the parents of all SWDs (census) from

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districts with less than 100 students in special education was received after student names had been randomly selected, districts had submitted parent contact information, and the survey process was underway. Therefore, for Year 1, a deviation of the stated procedure occurred. For this year, student names were randomly selected (stratified for race/ethnicity and disability according the previously defined plan) for 20% of the students on the most recent Child Count for each of the districts, making the total number of surveys mailed, only about half the number that will be sent out in future years under the sampling plan listed above. The impact of the smaller survey size will be on public reporting of district data since the number of surveys returned for several smaller school districts was less than 10, the minimum number required for public reporting in Idaho.

The districts in Year 1 were a representative slice of Idaho with surveys returned from every district. The surveys that were returned represented the following race/ethnicities:

- % White
- % Hispanic
- % Minorities Total

The following is the executive summary from "Analysis of Special Education Parent Survey Data Addressing Part B SPP/APR Indicator #8 for the State of Idaho", prepared by Piedra Data Services, October 2006:

In an effort to improve services and results for children with disabilities, the SDE conducted a survey-based study to gather information from parents of children receiving special education services. Based on the analysis of the data, the following points represent the primary findings of the study.

1. The percentage of parents of a child receiving special education services who reported that schools facilitated parent involvement, calculated as the percentage of respondents with a SEPPS score that met or exceeded the standard of 600 is 26%. A 95% confidence interval for the true population percentage meeting or exceeding the standard value of 600 extended from 21.7% to 30.8%.
2. The mean SEPPS score is 530.29, which is substantially below the adopted standard of 600. The difference between the sample mean of 530.29 and the standard of 600 is statistically significant.
3. The percentage of respondents meeting or exceeding the standard value of 600 is approximately 7 percentage points higher for grades K-5 than for grades 6-12. This difference, however, is not statistically significant.
4. Based on the data obtained in 2006, a useful target mean SEPPS score for 2007 is 548.06. A mean score of 548.06 is the minimum expected value that would be considered statistically higher than the mean of 530.29 obtained in 2006. In percentage terms, the target equates to 29% of parents reporting that schools facilitated parent involvement.
5. Items 4, 11, and 16 had the highest levels of parent endorsement (high levels of agreement) on the SEPPS. Conversely, items 2, 21, and 7 had the lowest levels of endorsement. Item 2 was identified as a potential candidate for item replacement in the future.
6. The scores obtained from the SEPPS were deemed to have strong reliability and validity.

| FFY                         | Measurable and Rigorous Targets |
|-----------------------------|---------------------------------|
| <b>2005<br/>(2005-2006)</b> | 26%                             |
| <b>2006<br/>(2006-2007)</b> | 29%                             |
| <b>2007<br/>(2007-2008)</b> | 32%                             |

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| <b>FFY</b>                  | <b>Measurable and Rigorous Targets</b> |
|-----------------------------|--|
| <b>2008<br/>(2008-2009)</b> | 35%                                    |
| <b>2009<br/>(2009-2010)</b> | 38%                                    |
| <b>2010<br/>(2010-2011)</b> | 41%                                    |

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**Improvement Activities/Timelines/Resources:**

| <b>FFY</b>                  | <b>Activities</b>  | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|-----------------------------|--|----------------------------|--|
| <b>2005<br/>(2005-2006)</b> | Utilize the NCSEAM survey to collect data, establish a baseline, and to establish targets and activities. .  | Fall 2005                  | SDE Monitoring Personnel<br>SDE Parent Involvement Coordinator<br>Part VI-B funding                            |
|                             | Report parent response data to the district and to the public for $N \geq 10$  | March 2006 and Annually    | SDE Monitoring Personnel<br>SDE Parent Involvement Coordinator<br>Part VI-B funding                            |
|                             | Send Team of SDE Title 1, Special Education, and parents to the <u>School, Families and Community Partnership</u> training of trainers sponsored by John Hopkins University in October 2005. | Fall 2005                  | SDE Parent Involvement Coordinator<br>Title 1 Personnel<br>Part VI-B funding<br>SIG funding<br>Title 1 funding |
|                             | Conduct regional training in six sites on School, Family and Community Partnerships Model.   | Spring 2005                | SDE Parent Involvement Coordinator<br>Title 1 Personnel<br>Part VI-B funding<br>SIG funding<br>Title 1 funding |
|                             | Contract with Idaho Parents Unlimited (Idaho's PTI) to collaborate with the SDE in providing training to LEAs on School, Family and Community Partnerships.                                  | 2005 and ongoing           | SDE Parent Involvement Coordinator<br>Title 1 Personnel<br>Part VI-B funding<br>SIG funding<br>Title 1 funding |
|                             | Meet with parent advocacy and training organizations of Idaho to promote parent to parent involvement and advocacy by increasing parent awareness of resources.                              | 2005-2006 and ongoing      | SDE Parent Involvement Coordinator<br>Title 1 Personnel<br>Part VI-B funding<br>SIG funding<br>Title 1 funding |

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| <b>FFY</b>                              | <b>Activities</b>  | <b>Projected Timelines</b>                             | <b>Projected Resources</b>   |
|---|--|--|--|
| <b>2006</b><br><b>(2006-2007)</b>       | Continue NCSEAM survey<br>Report baseline for APR<br>Report to LEAs  | Fall 2006<br>February 2007<br>Spring 2006 and Annually | Part VI-B funding<br>SIG funding<br>Title 1 funding  |
|   | Through the Idaho Monitoring System, LEAs scoring below the state target, based on parent responses to the NCSEAM survey, will be required to incorporate activities to address the need in their Improvement Plan   | Spring 2006 and Annually                               | Part VI-B funding<br>SIG funding<br>Title 1 funding  |
| <b>2007</b><br><b>(2007-2008)</b>       | Continue to monitor LEAs for parent involvement indicators   | 2007 and Annually                                      | Part VI-B funding<br>Title 1 funding<br>SDE Parent Involvement Coordinator (Title 1 and Special Education)<br>Regional Consultants |
| <b>(2007-2008)</b><br><br>New<br>2/1/08 | --Initiate a "Parent Collaborative" involving Special Education, Safe and Drug Free Schools, Consolidated School Health, Title I, Child Nutrition, Gifted and Talented, parents and school representatives.<br>--Hold regular meetings every 2 months to develop collaborative relationships and to discover common requirements and activities of each program that could be collaboratively delivered<br>--Identify the needs of parents and schools, plan collaborative activities, braiding resources to meet these needs. | September 2007 - May 2008                              | SpEd Parent Coordinator & personnel and funds from each of the state and federal programs participating                            |
| <b>(2007-2008)</b><br>New<br>2/1/08     | --Initiate a statewide "Statewide Parent Leadership Group" with parents, representatives from the Federation of Families, and Idaho Parents Unlimited.<br>--Identify the areas in which parents would like to receive training and education.<br>--Collaboratively work to strengthen relationships between schools and parents.   | November 2007 – June 2008                              | SDE Parent Involvement Coordinator<br>VI-B Funds   |

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| <b>FFY</b>                          | <b>Activities</b>  | <b>Projected Timelines</b>                       | <b>Projected Resources</b>  |
|-------------------------------------|--|--|---|
| <b>(2007-2008)</b><br>New<br>2/1/08 | Improve working relationships and minority parent involvement by inviting parents from tribal schools and Hispanic communities to discuss concerns specific to their children and education.       | March 2008                                       | Dispute Resolution and "Parent Collaborative" Coordinators<br>Indian Education Coordinator<br>Braided funds from each participating program |
| <b>(2007-2008)</b><br>New<br>2/1/08 | --Continue using the NCSEAM survey for "Year 3" districts.<br>--Discuss revised survey options with OSEP<br>--If approved, develop a survey that better meets the needs of the Idaho constituency. | March 2008<br><br>Feb. 2008<br>March – July 2008 | Parent Coordinator<br><br>VI-B Funds  |
| <b>2008-2009</b>                    | Distribute the revised parent survey to parents in the "Year 4" districts  | January 2009                                     | Parent Coordinator<br><br>VI-B Funds  |
|                                     | Include Parent Involvement in monitoring activities and in self-assessment training with districts   | October 2009                                     |   |
| <b>2009-2010</b>                    | Continue to provide training and technical assistance to LEAs with findings in parent involvement  | 2010 and Annually                                | Part VI-B funding<br>Title 1 funding<br>SDE Parent Involvement Coordinator (Title 1 and Special Education)<br>Regional Consultants          |

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**Monitoring Priority: Disproportionality**

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

**Data Source for both Indicators 9 & 10:**

Data collected for reporting under section 618 (Annual Report of Children Served) Table 1 and IBEDS enrollment by ethnicity data.

**Indicator 9 Measurement:**

The number of districts with over-representation by race/ethnicity (defined as >4 over the statistically expected range, as determined by using the E-Formula), and where identification procedures, practices, and policies have been reviewed by the SDE and are found to be inappropriate, divided by the total number of districts.

**Indicator 10 Measurement:**

The number of districts with over-representation by race/ethnicity (defined as >4 over the statistically expected range), in specific disability categories, as determined by using the E-Formula, and where identification procedures, practices, and policies have been reviewed by the SDE and are found to be inappropriate, divided by the total number of districts.

The E-Formula was handed down by the Ninth Circuit Court in the Larry P. case regarding disproportionality of Blacks in California special education programs. Because Idaho is in the jurisdiction of the Ninth Circuit Court, we are confident that using this formula is legally defensible. The strength of this formula is that it takes into consideration the size of N and allows an error range that is small for a large N and larger for small numbers. Since a small N size is the major weakness of a relative risk ratio calculation, the E-Formula is a better measure for Idaho where most districts are small, in addition to having small numbers of Blacks, Native Americans, Asians, and Pacific Islanders.

**E-Formula applied to Indicator 9:**  $E = A + \text{Sqrt}[A * (100-A)/N]$

*Where:*

E = Maximum percentage of the total special education enrollment in a district allowed for a specific ethnic minority group.

A = Percentage of the same ethnic minority group in regular education in the district

N = Total special education enrollment in the district

**E-Formula applied to Indicator 10:**  $E = A + \text{Sqrt}[A * (100-A)/N]$

*Where:*

E = Maximum percentage of a specific disability category in a district allowed for a specific ethnic minority group.

A = Percentage of the same ethnic minority group in regular education in the district

N = Total number of special education students in the district identified with that specific disability

The E-Formula yields a result stated as either "OK", "Under" or "Over".

- "OK" means the number falls within the statistically expected range, based on the ethnicity of the district.
- "Over" means the identified number of students of the specific race/ethnicity is above, or higher than, the statistically expected range.



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- “Under” means the identified number of students of the specific race/ethnicity is below, or lower than, the statistically expected range.

**Overview of Issue/Description or Process:**

By applying the E-Formula, districts with significant numbers outside statistical expectations are identified for further evaluation of their policies, practices, and procedures. The list generated by the E-Formula is checked against the following:

- District self-identified this as a need during their self-assessment monitoring process and included it in their improvement plan.
- Verified by onsite monitoring visits
- Verified through annual SDE Child Count Verification process

In the past, these identified needs became part of the district’s continuous improvement plan with follow-up training and annual reporting on progress.

With the recent directive from OSEP that the district must be notified in writing to start the 365-day compliance clock ticking, the districts previously identified, received written notification and were given an opportunity to verify compliance by completing a questionnaire and sending in recent eligibility documentation.

Districts identified by the E-Formula, for whom verification through one of the above processes is lacking, receive a “Disproportionality Worksheet” that leads them through an evaluation of their policies, practices, and procedures. If this results in a compliance finding in this area, the district is notified in writing, and the 365-day clock is activated. At any time during that year, the district may submit eligibility documentation that verifies compliance regarding policies, practices, and procedures.

The district must take steps to change the inappropriate policies, practices, and procedures as soon as possible. Technical assistance is offered through the SDE regional consultants, but a district is free to utilize expertise within the district or to contract outside the district for training during the first year. If compliance is not achieved within the first year, technical assistance is prescribed by the SDE and becomes mandatory, and will negatively impact the district’s monitoring “determination” status.

**Indicator 9 Revised Baseline Data for FFY 2005:**

Districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| <b>2005-2006<br/>118 Districts</b> | <b>Number of Districts with Inappropriate Identification</b> | <b>Percent of Districts</b> |
|------------------------------------|--|-----------------------------|
| <b>Asian</b>                       | <b>0</b>   | <b>0%</b>                   |
| <b>Black</b>                       | <b>1 Over-identifying</b>                                    | <b>0.9%</b>                 |
| <b>Hispanic</b>                    | <b>12 Over-identifying<br/>3 Under-identifying</b>           | <b>12.7%</b>                |
| <b>Native American</b>             | <b>5 Over-identifying<br/>1 Under-identifying</b>            | <b>5.1%</b>                 |
| <b>Pacific Islander</b>            | <b>0</b>   | <b>0%</b>                   |
| <b>White</b>                       | <b>0</b>   | <b>0%</b>                   |

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| <b>2005-2006<br/>118 Districts</b>  | <b>Number of Districts with Inappropriate<br/>Identification</b> | <b>Percent of Districts</b> |
|-------------------------------------|--|-----------------------------|
| <b>Total Districts Contributing</b> | <b>19 out of 118</b>   | <b>16.1%</b>                |

**Revised Baseline for Indicator 10:**

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| <b>2005-2006<br/>Disability</b>                                   | <b>Asian</b> | <b>Black</b> | <b>Hisp</b> | <b>Native<br/>Amer</b> | <b>Pacific<br/>Islander</b> | <b>White</b> |
|---|--------------|--------------|-------------|------------------------|-----------------------------|--------------|
| <b>Learning Disability</b>  | <b>0%</b>    | <b>0.9%</b>  | <b>11%</b>  | <b>1.7%</b>            | <b>0%</b>                   | <b>0%</b>    |
| <b>Language Impairment</b>  | <b>0%</b>    | <b>0%</b>    | <b>5.9%</b> | <b>0%</b>              | <b>0%</b>                   | <b>0%</b>    |
| <b>Cognitive Impairmt (MR)</b>                                    | <b>0%</b>    | <b>0%</b>    | <b>0%</b>   | <b>0%</b>              | <b>0%</b>                   | <b>0%</b>    |
| <b>Emotional Disturbance</b>                                      | <b>0%</b>    | <b>0%</b>    | <b>0%</b>   | <b>0%</b>              | <b>0%</b>                   | <b>0%</b>    |
| <b>Developmental Delay</b>  | <b>0%</b>    | <b>0%</b>    | <b>1.7%</b> | <b>0%</b>              | <b>0%</b>                   | <b>0%</b>    |
| <b>Total Number of Districts with Students with Disabilities:</b> |              |              |             | <b>118</b>             |                             |              |

**Discussion of Baseline Data for both Indicators 9 and 10:**

Our goal is to accurately identify and serve every student with disability, regardless of race or ethnicity. When the E-Formula result was significantly above the statistically expected range, we examined the district practices and in most cases, found that pre-referral interventions were often inadequate and that standardized tests were often administered even though they were not intended for this population. The exception occurred in 3 districts, where the E-Formula yielded results for White students that were far above statistical expectations while identification of Hispanics and Native Americans was much lower than statistically expected with an overall low rate of identification. When reviewing the districts' policies, practices, and procedures, we confirmed that appropriate practices were occurring in regard to the identification of White students, but because district personnel did not know how to appropriately assess and identify Hispanic and Native American students, an unwritten policy existed to reject those referrals, so they too were cited for non-compliance.

The SDE has invested considerable effort and resources into developing and delivering training in regard to appropriate procedures for identifying students who are culturally or linguistically diverse, but may also have a disability. Training was developed with input from a task force that was representative of the race/ethnic groups in our state. At the SDE level, training was delivered jointly by special education, ESL, and Migrant staff at workshops intended for a wider audience than just special educators. Workshops addressed scientifically research based effective teaching strategies that make a positive impact on comprehension for LEP students, in addition to appropriate policies, practices, and procedures regarding finding students eligible for special education. This was well received by a variety of both general and special educators.

Training has also occurred regionally, primarily for special educators, led by the SDE. A PowerPoint slide show was created with speaker notes for use by trained district personnel to deliver to their staff. A two-page guidance document was created to provide a quick 3-step reference for teachers when a student with language or cultural difference is being considered for special education. SDE staff presented at scheduled statewide conferences, including the annual convention hosted by the Council for Exceptional Children (CEC), meetings of the National Association of School Psychologists (NASP), and the state Title

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1 conference with the goal of increasing awareness of the problem of appropriate identification and to educate teachers about alternatives to meet student needs.

LRE issues are not of concern for any race/ethnicity in Idaho. All races are more fully included in classes with typical peers than they might be in other states. A very low percentage of students are removed from the regular classroom more than half of the day, regardless of race/ethnicity.

| <b>FFY</b>                  | <b>Measurable and Rigorous Targets for both Indicators 9 and 10</b> |
|-----------------------------|---|
| <b>2005<br/>(2005-2006)</b> | <b>0%</b>   |
| <b>2006<br/>(2006-2007)</b> | <b>0%</b>   |
| <b>2007<br/>(2007-2008)</b> | <b>0%</b>   |
| <b>2008<br/>(2008-2009)</b> | <b>0%</b>   |
| <b>2009<br/>(2009-2010)</b> | <b>0%</b>   |
| <b>2010<br/>(2010-2011)</b> | <b>0%</b>   |

**Improvement Activities/Timelines/Resources for both Indicators 9 and 10:**

| <b>FFY</b>                  | <b>Activities</b>  | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|-----------------------------|--|----------------------------|--|
| <b>2005<br/>(2005-2006)</b> | Ensure that policies related to identification of diverse students is clearly stated in the Idaho Special Education Manual upon US Dept. of Education issuing of regulations | Spring 2005                | Quality Assurance Coordinator<br>Manual Workgroup<br>VI-B Funds                  |
|                             | Create a questionnaire for disproportionate districts regarding practices, & procedures used in identifying students as having a disability.                                 | 2005-2006                  | Quality Assurance Coordinator<br>Monitoring Workgroup<br>VI-B Funds              |
|                             | Notify districts when disproportionate numbers occur. Send questionnaire. Review policies, practices, & procedures.  | 2005-2006                  | Quality Assurance Coordinator<br>Regional Consultants<br>SDE Staff<br>VI-B Funds |
|                             | Provide technical assistance and training to revise policies, practices, and procedures of concern.  | 2005-2006                  | Regional Consultants<br>RTI Coordinator<br>VI-B Funds                            |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>  |
|-----------------------------|---|----------------------------|---|
|                             | Monitor district progress in implementing revised practices and procedures.   | 2005-2006                  | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds   |
| <b>2006<br/>(2006-2007)</b> | Notify any new districts where disproportionality may occur and follow established process  | 2006-2007                  | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds   |
|                             | Continue training on PBS, RTI, and Differentiated Instruction to assist students earlier  | 2006-2007                  | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds   |
|                             | Conduct Integrated Onsite Support Visits to improve instructional delivery across programs  | 2006-2007                  | Quality Assurance Coordinator<br>Regional Consultants<br>Title 1 Coordinators<br>ESL Coordinator<br>RTI Coordinator<br>VI-B, Title 1, & ESL Funds |
|                             | Continue developing stronger collaboration across federal programs (SpEd, Title 1, Migrant, ESL, Indian Ed)   | 2006-2007                  | Special Education Director<br>ESL Director<br>Title 1 Staff<br>Migrant Coordinator<br>Indian Education Coordinator                                |
|                             | Collaborate with SDE ESL Coordinator to incorporate the same guidance regarding identifying LEP students with disabilities, in the both the Special Education Manual and the ESL Manual | 2006-2007                  | Special Education Director<br>ESL Director<br>VI-B Funds<br>ESL Funds   |
|                             | Notify districts that must set aside 15% of Part B funds for early intervening services   | 2006-2007                  | Special Education Director<br>Grants Officer<br>VI-B Funds  |
|                             | Continue to monitor LEAs for compliance and provide training and technical assistance to LEAs   | 2006-2007                  | Regional Consultants<br>SDE SpEd staff<br>VI-B Funds  |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>  | <b>Projected Timelines</b>    | <b>Projected Resources</b>   |
|-----------------------------|--|-------------------------------|--|
| <b>2007<br/>(2007-2008)</b> | Continue to monitor LEAs for compliance and provide training and technical assistance to LEAs  | 2007-2008                     | Regional Consultants<br>SDE staff<br>Contracted Trainers and Coaches<br>VI-B Funds |
| <b>New</b>                  | Form an Eligibility Task Force with members including: SDE, ESL, school psychologists, special education directors, ESL Program Managers/teachers, SLPs. The purpose of this group is to clarify issues around eligibility and to develop a guidance document for assisting school personnel in selection of assessments and key components in a comprehensive eligibility report. | September 2008                | SDE Coordinator<br><br>VI-B Funds  |
| <b>New</b>                  | The Statewide Parent Leadership Team with parent representatives from minority groups (as referred to in Indicator 8's Improvement Activity #3) will identify parent's knowledge, awareness and concerns in the area of over-representation of minority students in special education.   | November 2008                 | SDE Coordinator<br><br>VI-B Funds  |
| <b>New</b>                  | Update training module on appropriate special education identification procedures regarding culturally or linguistically diverse students.<br>Post training module on ITC website.   | August 2008                   | SDE Coordinator<br><br>VI-B Funds  |
| <b>New</b>                  | Include this indicator in district "determination" levels  | September 2007                | Determination Workgroup<br><br>VI-B Funds  |
| <b>New</b>                  | Performance Response workgroup will collaborate to develop a district performance response worksheet for data drill down and effective improvement strategies.   | February – June 2008 meetings | SDE Coordinator<br>Workgroup<br>VI-B Funds   |
| <b>2008<br/>(2008-2009)</b> | Continue to monitor LEAs for compliance and provide training and technical assistance to LEAs  | 2008-2009                     | Regional Consultants<br>SDE staff<br>Contracted Trainers and Coaches<br>VI-B Funds |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>  |
|-----------------------------|---|----------------------------|---|
| <b>2008<br/>(2008-2009)</b> | Notify any new districts where disproportionality may occur and follow established process  | 2008-2009                  | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds   |
|                             | Include this indicator in district "determination" levels   | September 2008             | Determination Workgroup<br>VI-B Funds   |
|                             | District's will performance below state trigger will be required to complete a performance response worksheet for data drill down and effective improvement strategies. | September 2008             | SDE Coordinator<br>VI-B Funds   |
|                             | Continue training on PBS, RTI, and Differentiated Instruction to assist students earlier  | 2008-2009                  | Quality Assurance Coordinator<br>RTI Coordinator<br>Gifted/Talented Coordinator<br>Regional Consultants<br>Contracted Trainers<br>VI-B Funds      |
|                             | Conduct Integrated Onsite Support Visits to improve instructional delivery across programs  | 2008-2009                  | Quality Assurance Coordinator<br>Regional Consultants<br>Title 1 Coordinators<br>ESL Coordinator<br>RTI Coordinator<br>VI-B, Title 1, & ESL Funds |
|                             | Continue collaboration across federal programs  | 2008-2009                  | Special Education Director<br>ESL Director<br>Title 1 Staff<br>Migrant Coordinator<br>Indian Education Coordinator                                |
| <b>2009<br/>(2009-2010)</b> | Continue to monitor LEAs for compliance and provide training and technical assistance to LEAs   | 2009-2010                  | Regional Consultants<br>SDE staff<br>Contracted Trainers and Coaches<br>VI-B Funds  |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>  |
|-----------------------------|---|----------------------------|---|
|                             | Notify any new districts where disproportionality may occur and follow established process  | 2009-2010                  | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds   |
| <b>2009<br/>(2009-2010)</b> | Include this indicator in district "determination" levels   | September 2009             | Determination Workgroup<br>VI-B Funds   |
|                             | District's will performance below state trigger will be required to complete a performance response worksheet for data drill down and effective improvement strategies. | September 2009             | SDE Coordinator<br>VI-B Funds   |
| <b>2010<br/>(2010-2011)</b> | Conduct Integrated Onsite Support Visits to improve instructional delivery across programs  | 2009-2010                  | Quality Assurance Coordinator<br>Regional Consultants<br>Title 1 Coordinators<br>ESL Coordinator<br>RTI Coordinator<br>VI-B, Title 1, & ESL Funds |
|                             | Include this indicator in district "determination" levels   | September 2010             | Determination Workgroup<br>VI-B Funds   |
|                             | District's will performance below state trigger will be required to complete a performance response worksheet for data drill down and effective improvement strategies. | September 2010             | SDE Coordinator<br>VI-B Funds   |
|                             | Continue to monitor LEAs for compliance and provide training and technical assistance to LEAs   | 2010-2011                  | Regional Consultants<br>SDE staff<br>Contracted Trainers and Coaches<br>VI-B Funds  |
|                             | Notify any new districts where disproportionality may occur and follow established process  | 2010-2011                  | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds   |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b> | <b>Activities</b>  | <b>Projected Timelines</b> | <b>Projected Resources</b>  |
|------------|--|----------------------------|---|
|            | Conduct Integrated Onsite Support Visits to improve instructional delivery across programs | 2010-2011                  | Quality Assurance Coordinator<br>Regional Consultants<br>Title 1 Coordinators<br>ESL Coordinator<br>RTI Coordinator<br>VI-B, Title 1, & ESL Funds |
|            | Continue collaboration across federal programs   | 2010-2011                  | Special Education Director<br>ESL Director<br>Title 1 Staff<br>Migrant Coordinator<br>Indian Education Coordinator                                |



## Idaho State Performance Plan (SPP) FFY 2006-2011

**Monitoring Priority: Effective General Supervision Part B / Child Find**

**Indicator 11:** (Part B Child Find) Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days.

**Data Source:**

Data to be taken from State monitoring data system. Data is based on actual number of days.

**Measurement:**

- a. # of children for whom parental consent to evaluate was received
- b. # determined NOT eligible within 60 days
- c. # determined eligible within 60 days

Account for children included in a but not included in b or c.

Percent = b + c divided by a times 100

**Overview of Issue/Description or Process:**

Idaho has established a timeline for initial evaluation. The Idaho timeline allows 60 days from the date the LEA received Consent for Evaluation to implementation of the IEP. The evaluation may be completed, the IEP meeting held, and the IEP implemented within that 60 days.

Data will be collected from the monitoring cohort for each year, during the self-assessment cycle. Each cohort in Idaho's Continuous Improvement Monitoring Process (CIMP), Idaho's special education monitoring system, is representative of the statewide population. Districts and charter schools have been divided into five cohorts of approximately equal overall student numbers, based on total enrollment in the LEA. Each cohort contains small, medium, and large-sized districts; remote, rural, and urban districts; and elementary and secondary charter schools. In Idaho's 2004 verification visit, OSEP recognized the sampling method used in the CIMP as an adequate representation of the total state population of students with disabilities.

Idaho will continue to collect data during monitoring visits, but will develop a mechanism to track compliance with all initial evaluation timelines.

**Baseline Data for FFY 2005 (2004-2005):**

This is a new indicator. Baseline and targets will be provided in FFY 2005 APR due February 1, 2007. Idaho will develop a system to collect data online during monitoring.

**Discussion of Baseline Data:**

This is a new indicator. Baseline and targets will be provided in FFY 2005 APR due February 1, 2007.

| FFY                         | Measurable and Rigorous Targets   |
|-----------------------------|---|
| <b>2005<br/>(2005-2006)</b> | 100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation. |
| <b>2006<br/>(2006-2007)</b> | 100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation. |
| <b>2007<br/>(2007-2008)</b> | 100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation. |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Measurable and Rigorous Targets</b>  |
|-----------------------------|---|
| <b>2008<br/>(2008-2009)</b> | 100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation. |
| <b>2009<br/>(2009-2010)</b> | 100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation. |
| <b>2010<br/>(2010-2011)</b> | 100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation. |

**Improvement Activities/Timelines/Resources:**

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|-----------------------------|---|----------------------------|--|
| <b>2005<br/>(2005-2006)</b> | Develop and implement a data collection procedure to track all initial evaluation timelines.      | 2005                       | Grants and Contracts Coordinator<br>Data Coordinator<br>Monitoring and Quality Assurance Coordinator<br>VI-B funds |
|                             | Continue to monitor initial evaluation timelines in all on-site monitoring visits                 | 2005 and Annually          | Monitoring and Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds                                 |
|                             | Provide training and technical assistance to districts with monitoring findings on this indicator | 2005 and Annually          | Monitoring and Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds                                 |
| <b>2006<br/>(2006-2007)</b> | Continue to monitor initial evaluation timelines in all on-site monitoring visits                 | Sept 2006-Mar 2007         | Monitoring and Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds                                 |
|                             | Provide training and technical assistance to districts with monitoring findings on this indicator | Sept 2006-Mar 2007         | Monitoring and Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds                                 |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| FFY                         | Activities  | Projected Timelines          | Projected Resources   |
|-----------------------------|---|------------------------------|---|
| <b>2007<br/>(2007-2008)</b> | Continue to monitor initial evaluation timelines in all on-site monitoring visits   | Sept 2007-<br>Mar 2008       | Monitoring and Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds  |
| 2007<br>(2007-2008)         | Provide training and technical assistance to districts with monitoring findings on this indicator   | Sept 2007-<br>Mar 2008       | Monitoring and Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds  |
| New<br>2/1/08               | Data development: Work with stakeholders to develop a mechanism to track compliance with all initial evaluation timelines and all required data elements. Work with software user groups, on-line groups, and other stakeholders to develop functions/tools that allow for efficient reporting and collection of this data.<br><i>Measurement: Mechanism developed with all required data elements.</i> | February -<br>August<br>2008 | Special Education Directors<br>Quality Assurance Coordinator<br>Grants Coordinator<br>Regional Consultants<br>Stakeholder Group (inclusive of software user groups)<br>VI-B funds |
| New<br>2/1/08               | Add a method in this year's on-site monitoring visits for collecting data on all components of this indicator.<br><br>Train Personnel on appropriate reporting and collection of these data elements.<br><br><i>Measurement: Adjusted Monitoring Tools that assist in collecting the required data elements for on-site visits.</i>   | February<br>2008             | Special Education Directors<br>Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds  |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| FFY  | Activities   | Projected Timelines   | Projected Resources   |
|--|--|-----------------------|---|
| New<br>2/1/08                                  | <p>Continue to monitor initial evaluation timelines across monitoring activities both at the state level and the district level.</p> <p>Continue to evaluate the compliance (and timely correction of non-compliance) around this indicator through activities aligned with Indicator 15.</p> <p><i>Measurement: Tri-annual reports statewide indicate an Increase in number of students found eligible and not found eligible that are evaluated and have IEP implemented within 60 days.</i></p> | 2007-2008<br>Annually | <p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>VI-B funds</p>  |
| <b>2007<br/>(2007-2008)</b><br><br>NEW Wording | <p>Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data.</p> <p><i>Measurement: Increase in number of students found eligible and not found eligible that are evaluated and have IEP implemented within 60 days.</i></p>  | 2007-2008<br>Annually | <p>Quality Assurance Coordinators</p> <p>Special Education Coordinators</p> <p>Regional Consultants</p> <p>VI-B funds</p> |
| New<br>2/1/08                                  | <p>Implement a mechanism to track compliance with all initial evaluation timelines.</p> <p>Provide training to districts around data elements and compliance with this indicator.</p> <p><i>Measurement: Mechanism implemented in a manner that yields valid, reliable, and timely data for this indicator.</i></p>  | 2008                  | <p>Quality Assurance Coordinator</p> <p>Grants Coordinator</p> <p>Regional Consultants</p> <p>VI-B funds</p>              |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| FFY  | Activities  | Projected Timelines   | Projected Resources  |
|--|---|-----------------------|--|
| <b>2008<br/>(2008-2009)</b><br><br>New<br>2/1/08 | Continue to work with a stakeholder group to analyze data, evaluate data collection, and evaluate the monitoring and improvement activities around this indicator.<br><br><i>Measurement: Monitoring System implemented in a manner that yields valid, reliable, and timely data for this indicator and progress towards target.</i>  | 2008-2009<br>Annually | Special Education Directors<br>Quality Assurance Coordinator<br>Stakeholder Group<br>VI-B funds        |
|  | Continue to monitor initial evaluation timelines across monitoring activities both at the state level and the district level.<br><br>Continue to evaluate the compliance (and timely correction of non-compliance) around this indicator through activities aligned with Indicator 15.<br><br><i>Measurement: Tri-annual reports statewide indicate an Increase in number of students found eligible and not found eligible that are evaluated and have IEP implemented within 60 days.</i> | 2008-2009<br>Annually | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds                                    |
| 2008<br>(2008-2009)                              | Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data.<br><br><i>Measurement: Increase in number of students found eligible and not found eligible that are evaluated and have IEP implemented within 60 days.</i>  | 2008-2009<br>Annually | Quality Assurance Coordinators<br>Special Education Coordinators<br>Regional Consultants<br>VI-B funds |
| 2009<br>(2009-2010)                              | Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data.  | 2008-2009<br>Annually | Quality Assurance Coordinators<br>Special Education Coordinators<br>Regional Consultants<br>VI-B funds |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>          | <b>Activities</b>  | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|---------------------|--|----------------------------|--|
| 2010<br>(2010-2011) | Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data. | 2010-2011                  | Quality Assurance Coordinators<br>Special Education Coordinators<br>Regional Consultants<br>VI-B funds |

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Monitoring Priority: Effective General Supervision Part B / Effective Transitions**

**Indicator 12:** (Effective Transition) Percent of children referred by Part C prior to age 3 and who are found eligible for Part B who receive special education and related services by their third birthday

**Data Source:** Early Childhood Transition data is derived from three sources:

- a. Department of Health and Welfare, Part C, Infant Toddler Program Exit Data
- b. TARTIR combined Part C, 618, and 619 data system.
- c. Department of Education 618 data.

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible by their third birthday .
- c. # of those found eligible who are receiving services on their third birthday.
- d. Account for children included in a, but not included in b or c.

Percent = c divided by a – b times 100

**Overview of Issue/Description or Process:**

In Idaho, the State Department of Education (SDE) Special Education Section, Part C Infant Toddler Program, Head Start, Migrant and Seasonal Head Start, and the Coeur d'Alene and Shoshone Bannock, and Nez Perce Tribes are committed to ensuring cooperation and collaboration to ensure a smooth and seamless transition for Part B eligible children into all Idaho local education agencies (LEAs). The State Department of education strives to ensure smooth and effective transitions to Part B from Part C and all other potential service locations/agencies. The SDE ensures this through a variety of mechanisms:

- a. Maintaining a State Early Childhood Interagency Agreement which specifies roles and responsibilities and specific protocols to ensure a smooth and effective transition to Part B services.
- b. Cross-training personnel from all programs (Parts C and B, Head Start, tribes) on the Interagency Agreement, state early childhood transition policies and procedures from IDEA 2004, and other support manuals for personnel and parents. Training includes procedures to be used by IEP teams to use in considering the IFSP in planning for the needs of the child. Idaho's IEP includes a section for consideration of this topic.
- c. Monitoring interagency relationships and interagency agreements as part of the Idaho LEA monitoring system, and through the VI B application process.
- d. Developing and maintaining a cross-agency (Parts C and B) data system (TARTIR) and annually reviewing Part C exit, dispute, 618-619, and parent interview data annually to identify areas of need.
- e. Developing new training and data development initiatives as needed.

The current Part C and B Early Childhood Transition State Interagency Agreement, C and B Special Education Manuals, Early Childhood Transition Manual and parent manual focus on starting the transition process no later than age 2. At the 2-year-old IFSP, Part C personnel must inform all parents about Part B services and other options available in each community. Part B personnel may be invited to that meeting at the discretion of both agencies and parent preferences. All children who may be eligible for Part B services are referred to the LEA, and the IFSP and LEA teams meet to determine a timeline for completing eligibility assessment, visitations and IEP development prior to the child's third birthday. Part C may complete all eligibility assessment, each agency may do a part of the assessment, or the LEA may complete the assessment, based on the IFSP-IEP team decision.

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Baseline Data for FFY 2005 (2005-2006):**

The data collection process for Indicator 12 has undergone changes as problems related to the sharing of data across two systems, housed in two state agencies; Idaho State Department of Education (Part B) and the Department of Health and Welfare (Part C). For FFY 2004 and earlier data on early childhood was collected from a shared data system. This was found to collect data not adequate for Part B reporting and monitoring purposes. During 2005-2006, the State Department of Education developed a worksheet that each LEA with a preschool program completed and submitted that included information regarding early childhood transition. Upon review of the submitted data and inquiries to LEAs regarding their data, the SDE realized that there was confusion regarding the form used to submit the data. This accounts for the missing data. The data that was collected and reported for FFY 2005 were used as a base for follow up and correction of noncompliance. Included in the follow up was a data inquiry to clarify errors in data collection. Of the 111 LEAs submitting data, 56 reported noncompliance. Following corrective action, 30 of the 56 LEAs reported correction to the noncompliance.

| <b>2005-2006</b> | <b>Baseline Data [inserted 2/1/2008]</b>   | <b>Total Number</b>     | <b>Number Timely</b> | <b>Percent Timely</b> |
|------------------|--|-------------------------|----------------------|-----------------------|
|                  | a. # of children who have been served in Part C and referred to Part B for eligibility determination.                        | <b>792 referred</b>     |                      |                       |
|                  | b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays. | <b>147 Not eligible</b> | <b>Unknown</b>       | <b>Unknown</b>        |
|                  | c. # of those found eligible who have an IEP developed and implemented by their third birthdays                              | <b>568 eligible</b>     | <b>337</b>           | <b>59%</b>            |

**Inserted 2/1/2008**

| <b>2005-2006 Reasons for Late Early Childhood Transitions</b>  | <b>Number</b> |
|--|---------------|
| Parent refusal to provide consent or access services caused delays in evaluation or initial services | 122           |
| Part C Infant Toddler Program notified the district too late   | 48            |
| School district caused delay in IEP and/or services  | 20            |

**2005-2006 Range** = 364 [minimum 1 day to a maximum of 365 days late, in one case]

The following data is taken from December 2004 Part C and B data.

- a. **The number of children who have been served in Part C and referred to Part B for eligibility determination.** We currently use the following Part C Exit Data to calculate this number, and compare it to Turned 3, Eligibility Undetermined:
  1. Turned 3, Part B Eligible
  2. Turned 3, Part B Eligibility Undetermined



## Idaho State Performance Plan (SPP) FFY 2006-2011

This data is displayed in the Figure in this section, labeled 'Turned 3, Part B Eligible,' as compared to 'Turned 3, Part B Eligibility Undetermined.'

- b. **The number of children referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.**

We currently use the following Part C Exit Data: Turned 3, Part B Ineligible,

This data is displayed in the Figure in this section, labeled 'Turned 3, Part B Ineligible.'

- c. **The number of children who turned 3 years of age, who were Part B eligible, and had an IEP in place.**

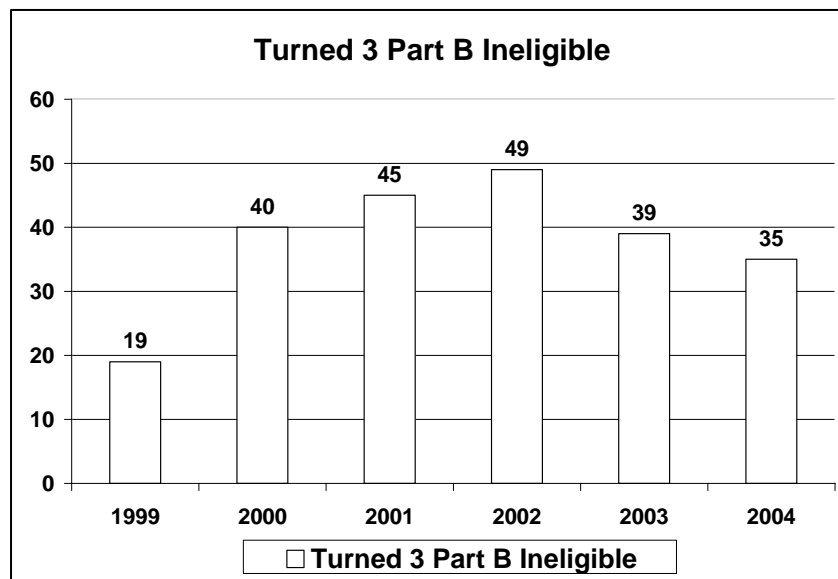
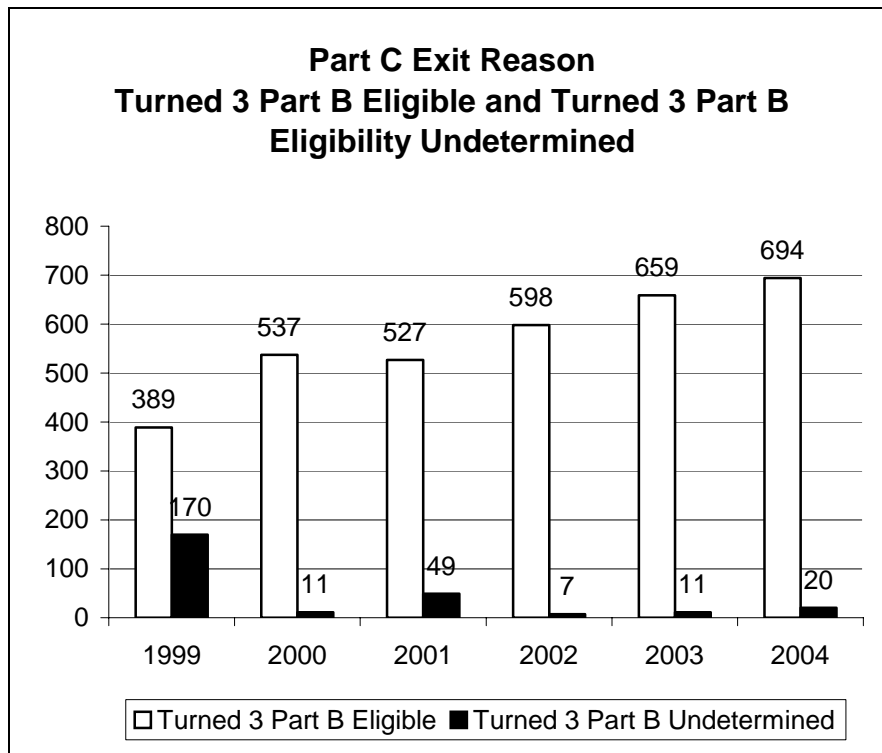
Annual monitoring data, based on files review during on-site program monitoring of 1/5 of Idaho LEAs each year, indicates that we have had no instances in which the IEP date was past the child's third birthday since 1999.

The Idaho Monitoring system includes a self-assessment phase of the Idaho Monitoring system followed by on-site monitoring. A team of SDE personnel reviews the self-monitoring materials for accuracy and completeness, dispute information, and review of calls and issues identified by the SDE Regional Consultants, and makes a determination for a full, focused (one or two areas of need), or mini (spot check only) review. The district Plan for Improving Results is also reviewed to ensure that all areas of compliance are addressed for improvement during the five-year monitoring cycle, and that any areas of non-compliance (0% or 100% targets) are addressed within one year. During on-site monitoring, a random selection of files, including children exiting Part C and entering Part B are reviewed using the following criteria:

1. For children entering from Part C, eligibility is determined and the IEP in place by the child's third birthday.
2. For children entering from Part C, the IEP indicates that the parent was informed of the difference between the IFSP and the IEP.

Part C data indicates a steady increase in children exiting Part C with an IEP by their 3rd birthday since 1999. Numbers have risen from 389 (42.8%) of the Part C population transitioning to Part B by age 3 in 1999 to 694 (50.65%) in 2004. (See Figures below).

## Idaho State Performance Plan (SPP) FFY 2006-2011



## Idaho State Performance Plan (SPP) FFY 2006-2011

**Discussion of Baseline Data:**

- A. The number of children who have been served in Part C and referred to Part B for eligibility determination.
- B. The number of children referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.

We currently use Part C Exit Data for these sub-indicators. However, we do not have individual level IFSP/IEP-based monitoring data to indicate the range of days beyond a child's third birthday when eligibility was determined and the reasons for the delays. The following is an explanation of our current data.

- a. Part C data currently is based on 9 exit reasons:
  - a) Completed IFSP prior to age 3
  - b) Turned 3, Part B eligible
  - c) Turned 3 Part B ineligible, exit to 'other'
  - d) Turned 3, Part B ineligible, *no referral* (emphasis added)
  - e) Turned 3, Part B ineligible, undetermined
  - f) Deceased
  - g) Moved out of state
  - h) Withdrawn by parent (including transfers)
  - i) Maintaining contact unsuccessful

Currently, we are unable to account for children included in a, but not included in b or c, or to indicate the range of day beyond the third birthday when eligibility was determined and reasons for the delay. Activities to address this issue are detailed in the Improvement Activities section.

Some of the 'Turned 3, Part B ineligible, undetermined' children go on to Part B special education services, but we don't have individual data on the date that the child received an evaluation and had an IEP in place. Current self-assessment Monitoring checklists do not list the date the IEP was developed, the number of days past the third birthdates that the IEP was developed, or the reasons why. On-site files review checklist just indicates that the IEP was in place by the third birthdates, not the number of days beyond or the reason why. Modification of these materials is addressed in the Activities section.

Idaho is in the process of developing a unique identifier for each child. This system should be in place by fall, 2006. This system will allow the SDE to track the exact IEP date, and birth date of each child entering Part B services. The Departments of Health and Welfare, Infant Toddler Program and the State Department of Education, Special Education Section, will develop a monitoring and technical assistance system to follow-up on each child whose eligibility was undetermined and to track the required data beginning in the 2005-2006 school years.

| FFY                               | Measurable and Rigorous Target  |
|-----------------------------------|---|
| <b>2005</b><br><b>(2005-2006)</b> | 100% of children exiting Part C and referred to Part B will have eligibility determined, and if found eligible, will have an IEP developed or the IFSP adopted and implemented by the child's 3 <sup>rd</sup> birthday. |
| <b>2006</b><br><b>(2006-2007)</b> | 100% of children exiting Part C and referred to Part B will have eligibility determined, and if found eligible, will have an IEP developed or the IFSP adopted and implemented by the child's 3 <sup>rd</sup> birthday. |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Measurable and Rigorous Target</b>   |
|-----------------------------|---|
| <b>2007<br/>(2007-2008)</b> | 100% of children exiting Part C and referred to Part B will have eligibility determined, and if found eligible, will have an IEP developed or the IFSP adopted and implemented by the child's 3 <sup>rd</sup> birthday. |
| <b>2008<br/>(2008-2009)</b> | 100% of children exiting Part C and referred to Part B will have eligibility determined, and if found eligible, will have an IEP developed or the IFSP adopted and implemented by the child's 3 <sup>rd</sup> birthday. |
| <b>2009<br/>(2009-2010)</b> | 100% of children exiting Part C and referred to Part B will have eligibility determined, and if found eligible, will have an IEP developed or the IFSP adopted and implemented by the child's 3 <sup>rd</sup> birthday. |
| <b>2010<br/>(2010-2011)</b> | 100% of children exiting Part C and referred to Part B will have eligibility determined, and if found eligible, will have an IEP developed or the IFSP adopted and implemented by the child's 3 <sup>rd</sup> birthday. |

**Improvement Activities/Timelines/Resources:**

- # of children who have been served in Part C and referred to Part B for eligibility determination.
- # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- # of those found eligible who have an IEP developed and implemented by their third birthday.

| <b>FFY</b>                  | <b>Activities</b>  | <b>Projected Timelines</b> | <b>Projected Resources</b>  |
|-----------------------------|--|----------------------------|---|
| <b>2005<br/>(2005-2006)</b> | With Part C, ensure that current data system has accurate numbers for all indicators (a, b, c).  | Fall 2005                  | Part C and Part B Section 619 coordinators<br>Part B Quality Assurance Coordinator<br>Parts C and B Data Coordinators |
|                             | When SDE unique identifier is in place, include the IEP date, along with the birth date (the birth date is in current data). Incorporate any data system changes measurement requirements into shared TARTIR Part C and B data system. | Fall 2006                  | Part C and Part B Section 619 coordinators<br>Part B Quality Assurance Coordinator<br>Parts C and B Data Coordinators |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b> | <b>Activities</b>  | <b>Projected Timelines</b> | <b>Projected Resources</b>  |
|------------|--|----------------------------|---|
|            | Ensure timely data reports for each subsequent APR from C and B, and from Parts C and B monitoring data  | March Annually             | Part C and Part B Section 619 coordinators<br>Part B Quality Assurance Coordinator<br>Parts C and B Data Coordinators |
|            | Revise Part B and C on-site monitoring protocols to account for children referred to Part B and were either ineligible or were eligible and did not have an IEP in place by their third birthday.  | November 2005 and Annually | Part C and Part B Section 619 coordinators<br>Part B Quality Assurance Coordinator<br>Parts C and B Data Coordinators |
|            | Develop and implement an system to identify all Part C programs with low referral rates and any 'undetermined' eligibility rates, and districts with any IEPs in place after the child's third birthday. Provide targeted technical assistance to these sites through Parts C and B.   | November 2005 and Annually | Part C and Part B Section 619 coordinators<br>Part B Quality Assurance Coordinator<br>Parts C and B Data Coordinators |
|            | Convene key stakeholders to revise the current Early Childhood Interagency Agreement (Part C, State Department of Education, Head Start and Migrant and Seasonal Head Start) based on IDEA 2004 requirements.  | November 15, 2005          | Part C and B personnel<br>Head Start, Tribal and Migrant & Seasonal Head Start  |
|            | Develop and conduct cross-agency training of all Part C, B, and Head Start Personnel with the revised Interagency Agreement and Early Childhood Transition Manual.   | May, 2006                  | Part C and B personnel<br>Head Start, Tribal and Migrant & Seasonal Head Start  |
|            | Monitor current local interagency agreements.<br><br>Continue to review data from self-monitoring (interagency relationship surveys) and file review during on-site monitoring to determine the success of local interagency agreements are working to ensure that all Part B eligible children have IEPs by their 3 <sup>rd</sup> birthday. | Fall 2005 and annually     | Part C and B personnel<br>Head Start, Tribal and Migrant & Seasonal Head Start  |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                                       | <b>Activities</b>  | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|--|--|----------------------------|--|
|  | Continue to review disputes in early childhood for issues in the transition process.   | October Annually           | Dispute database   |
|  | Continue to meet annually on-site with Migrant and Seasonal Head Start and Tribal early childhood programs to ensure seamless transitions to Part B for all eligible children.   | Annual Visitation Plan     | Part C and Section 619 Coordinators, Head Start Collaboration Director |
| <b>2006<br/>(2006-2007)</b>                      | Ensure timely data reports for each subsequent APR from C and B, and from Parts C and B monitoring data  | Annually                   | Part C and Section 619 Coordinators, Head Start Collaboration Director |
|  | Continue to and implement a system to identify all Part C programs with low referral rates and any 'undetermined' eligibility rates, and districts with any IEPs in place after the child's third birthday. Provide targeted technical assistance to these sites through Parts C and B.  | Annually                   | Part B Regional Consultants<br>Part C Coordinator                      |
|  | Monitor current local interagency agreements.<br><br>Continue to review data from self-monitoring (interagency relationship surveys) and file review during on-site monitoring to determine the success of local interagency agreements are working to ensure that all Part B eligible children have IEPs by their 3 <sup>rd</sup> birthday. | October Annually           | Part C and B personnel<br>VI-B applications                            |
|  | Continue to review disputes in early childhood for issues in the transition process.   | October, Annually          | Dispute database   |
| <b>2007<br/>(2007-2008)</b><br><br>New<br>2/1/08 | Explore the possibility of combining the ECO data system with the EC transition data system for one-stop EC reporting using a single password.   | March 2008                 | EC Coordinator<br>Data Coordinator<br>VI-B Funds                       |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>   | <b>Activities</b>   | <b>Projected Timelines</b>    | <b>Projected Resources</b>   |
|--|---|-------------------------------|--|
| New Added<br>2/1/08                                    | Collaborate with Part C to explore the possibility of a shared software (e.g., Excent Tera) that meets the requirements of both agencies for an IFSP and for the IEP for expedited transfer of records during transition.   | May 2008                      | EC Coordinator<br>Data Coordinator<br>VI-B Funds   |
| <b>2007</b><br><b>(2007-2008)</b><br><br>New<br>2/1/08 | Convene a stakeholder meeting to discuss issues related to transition and clarification of policies and procedures for statewide consistency.   | March 2008                    | VI-B funds<br>619 Coordinator<br>Regional Consultants<br>Stakeholder group<br>WRCC (Transition Initiative) |
| New<br>2/1/08  | Considering stakeholder input, revise EC transition data collection system to be more 'user friendly' and to improve technical assistance documents.  | Spring 2008 thru<br>Fall 2008 | Regional Consultants<br>Part C<br>619 coordinator  |
| New<br>2/1/08  | Joint training of Part C and district personnel on the policies and practices recommended by the transition stakeholder group.  | Spring 2008 to Fall<br>2008   | 619 coordinator<br>Part C<br>Regional Consultants<br>IVB funds   |
|  | Enhance the EC transition data system to collect data at the school building level for ease of reporting for larger districts.  | April 2008                    | Data Coordinator<br>VI funds   |
|  | Finalize recommended changes to the local interagency protocols   | Summer 2008                   | 619 Coordinator<br>Part C<br>Head Start Collaboration  |
| <b>2008</b><br><b>(2008-2009)</b>                      | Continue to and implement a system to identify all Part C programs with low referral rates and any 'undetermined' eligibility rates, and districts with any IEPs in place after the child's third birthday. Provide targeted technical assistance to these sites through Parts C and B. | Nov 2008                      | Part B Regional Consultants<br>Part C Coordinator  |
|  | Ensure timely and valid data reports are submitted from 100% of districts through the web-based system  | October 2008                  | Regional Consultants<br>619 Coordinator  |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>  | <b>Projected Timelines</b> | <b>Projected Resources</b>                        |
|-----------------------------|--|----------------------------|---|
| <b>2009<br/>(2009-2010)</b> | Monitor current local interagency agreements.<br><br>Continue to review data from self-monitoring (interagency relationship surveys) and file review during on-site monitoring to determine the success of local interagency agreements are working to ensure that all Part B eligible children have IEPs by their 3 <sup>rd</sup> birthday. | October 2009               | Part C and B personnel<br>VI-B applications       |
|                             | Continue to review disputes in early childhood for issues in the transition process.   | October 2009               | Dispute database                                  |
|                             | Ensure timely and valid data reports are submitted from 100% of districts through the web-based system   | October 2009               | Regional Consultants<br>619 Coordinator           |
| <b>2010<br/>(2010-2011)</b> | Ensure timely and valid data reports are submitted from 100% of districts through the web-based system   | October 2010               | Regional Consultants<br>619 Coordinator           |
|                             | Continue to and implement a system to identify all Part C programs with low referral rates and any 'undetermined' eligibility rates, and districts with any IEPs in place after the child's third birthday. Provide targeted technical assistance to these sites through Parts C and B.  | September 2010.            | Part B Regional Consultants<br>Part C Coordinator |
|                             | Monitor current local interagency agreements. Continue to review data from self-monitoring (interagency relationship surveys) and file review during on-site monitoring to determine the success of local interagency agreements are working to ensure that all Part B eligible children have IEPs by their 3 <sup>rd</sup> birthday.        | October 2010               | Part C and B personnel<br>VI-B applications       |
|                             | Continue to review disputes in early childhood for issues in the transition process.   | October 2010               | Dispute database                                  |



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**Indicator 13:** Percent of youth age 16 and above with an IEP that includes coordinated, measurable post-secondary goals and transition services needed to meet goals.

**Data Source:**

Data to be taken from State monitoring.

**Measurement:**

Percent = # of youth with disabilities age 16 and above with an IEP that includes appropriate, measurable post-secondary goals and transition services needed to meet goals divided by # of youth with an IEP age 16 and above times 100.

**Overview of Issue/Description or Process:**

The gathering of the baseline data required the development of series of questions that were used to obtain the data necessary to answer the larger question that the indicator asks about the IEP contents. It is important when analyzing the data in this manner to look at each component that is evaluated to fully understand what problems are present and if there are strengths to build on. Indicator 13 is unique in that the contents of the IEP are evaluated plus sub questions must be asked and analyzed to provide the data to answer the question.

With input from the Secondary Transition Interagency Council that includes school district personnel, parents, and agency personnel, the data collection process was designed and incorporated into the state monitoring process. The data collection occurs through a review of IEPs and has been used to identify and address secondary transition compliance and system issues prior to 2005-2006. To address data collection needs specific to this indicator, questions were added to the Secondary IEP Content data collection template. These questions were based on the Indicator 13 Checklist developed by the National Secondary Transition Technical Assistance Center (NSTTAC) and are questions specific to IEP contents that when combined provide data regarding whether the IEP includes coordinated, measurable post-secondary goals and transition services needed to meet goals.

To ensure that data was collected in the same way across the state and obtained accurate and reliable data, training was provided by the SDE Secondary Transition Coordinator to SDE regional staff, and LEA administrators of the data collection. In addition the SDE Secondary Transition Coordinator held individual sessions with school districts and their personnel who reviewed IEPs and assisted in collecting the data. Upon collection the data were reported to the SDE via electronic submission. The data was then reviewed by SDE staff for errors and omissions which were followed up on with the reporting LEA for correction or explanation. The data provide an accurate picture of the high need for systemic approach to addressing policy implementation at the local level.

**Baseline Data for FFY 2005:**

| Number of IEPs Reviewed | Number of IEPs Compliant | Percent of IEPs Compliant |
|-------------------------|--------------------------|---------------------------|
| 237                     | 41                       | 17%                       |

| Number of LEAs Reporting | Number of LEAs Compliant | Number of LEAs Noncompliant |
|--------------------------|--------------------------|-----------------------------|
| 20                       | 2                        | 18                          |

**Discussion of Baseline Data:**

As a component of our monitoring process 237 IEPs were reviewed for students ages 16 through 21. Of the IEPs reviewed only 41 met the identified requirements for measurable post school goals, age

## Idaho State Performance Plan (SPP) FFY 2006-2011

appropriate transition assessment, course of study, transition services and annual goals that would reasonably allow the student to reach their post school goals. This represents 17% of the IEPs reviewed.

To address the extreme need in improvement it is also important to look at the data collected for each sub question. The table below provides the percent of files that met the criteria for each of the questions. The two with the lowest percentage are new requirements with IDEA 2004. While post school goals were required prior to reauthorization the aspect of them having measurement was new. Age appropriate transition assessment was viewed as important to the planning process but without the focus it now has with data collection, it was not practiced effectively.

The course of study data was lower than expected. Idaho has a state rule requiring that all students have a Parent Approved Student Learning Plan which includes the course of study, in place by the end of the student's eighth grade. School guidance counselors are responsible for developing this plan and sharing it with the IEP team.

| <b>Indicator Questions</b>                         | <b>Percent of IEPs that had the requirement in place</b> |
|--|--|
| Measurable Post School Goals                       | 48%  |
| Age Appropriate Transition Assessment              | 33%  |
| Course of Study                                    | 52%  |
| Transition Services                                | 66%  |
| Annual Goals to reasonably reach Post School Goals | 72%  |

The data is a reflection of the serious need for a comprehensive approach at both the IEP development level and the secondary transition system level.

| <b>FFY</b>                  | <b>Measurable and Rigorous Target</b> |
|-----------------------------|---------------------------------------|
| <b>2005<br/>(2005-2006)</b> | 100%                                  |
| <b>2006<br/>(2006-2007)</b> | <b>100%</b>                           |
| <b>2007<br/>(2007-2008)</b> | <b>100%</b>                           |
| <b>2008<br/>(2008-2009)</b> | <b>100%</b>                           |
| <b>2009<br/>(2009-2010)</b> | <b>100%</b>                           |
| <b>2010<br/>(2010-2011)</b> | <b>100%</b>                           |

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**Improvement Activities/Timelines/Resources:**

| <b>FFY</b>                  | <b>Activities</b>  | <b>Projected Timelines</b>                           | <b>Projected Resources</b>   |
|-----------------------------|--|--|--|
| <b>2005<br/>(2005-2006)</b> | The SDE along with the Secondary Transition Interagency Council will review methods and strategies to collect data and design a process for data collection. | 2005-2006  | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds  |
|                             | Input sought from stakeholders regarding data collection process and any adjustments made.   | Fall 2006  | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds  |
|                             | Training and technical assistance will be provided to LEAs on data collection and reporting process during the self assessment process.                      | Winter-Spring 2006 and Annually in the Winter-Spring | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>VI-B funds |
| <b>2006<br/>(2006-2007)</b> | Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development.                   | Winter 2007 and Annually in the Winter               | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>VI-B funds |
|                             | Data will be collected, analyzed and reported to the public.   | Fall 2006 and Annually in the Spring-Summer          | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds  |
|                             | Develop online resources through the Secondary Transition Learning Community   | Ongoing  | SIG and VI B funds<br>SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds  |

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| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b>      | <b>Projected Resources</b>   |
|-----------------------------|---|---------------------------------|--|
|                             | Partner with the Idaho Training Clearinghouse to develop and support a Secondary Transition Learning Community to provide on-line and traditional training formats.   | Ongoing                         | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds  |
| <b>2006<br/>(2006-2007)</b> | Use online and face-to-face training through the Secondary Transition Learning Community to offer mini-workshops on topics related to the key indicators for secondary transition twice a year in eight locations around the state. | Fall<br>Winter<br>Spring        | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds  |
|                             | Develop a cadre of mentors consisting of master level practitioners in the field of secondary transition to assist in delivering training and technical assistance to professionals, youth and families across Idaho.               | Ongoing                         | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds  |
|                             | Provide full day training on assessment for transition planning in 5 locations across the state   | Spring                          | SDE Transition Specialist<br>SIG funds<br>VI-B funds   |
|                             | Support and utilize the Transition Leadership cadre, including higher education faculty to address the statewide training needs in preservice and inservice for professional, paraprofessional and parent training.                 | Ongoing                         | SDE Transition Specialist<br>SIG funds<br>VI-B funds   |
| <b>2007<br/>(2007-2008)</b> | Training and technical assistance will be provided to LEAs on data collection and reporting process.  | Annually in the Summer and Fall | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>VI-B funds |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|-----------------------------|---|----------------------------|--|
|                             | Data will be collected, analyzed and reported to the public.  | Annually in the Fall       | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds  |
|                             | Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development.  | Annually in the Winter     | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>VI-B funds |
|                             | Continue to enhance online resources through the Secondary Transition Learning Community  | Ongoing                    | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds  |
| <b>2007<br/>(2007-2008)</b> | Partner with the Idaho Training Clearinghouse to develop and support a Secondary Transition Learning Community to provide on-line and traditional training formats.   | Ongoing                    | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds  |
|                             | Use online and face-to-face training through the Secondary Transition Learning Community to offer mini-workshops on topics related to the key indicators for secondary transition twice a year in eight locations around the state. | Fall<br>Winter<br>Spring   | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds  |
|                             | Develop a cadre of mentors consisting of master level practitioners in the field of secondary transition to assist in delivering training and technical assistance to professionals, youth and families across Idaho.               | Ongoing                    | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds  |
|                             | Provide full day training on assessment for transition planning in 5 locations across the state.  | Spring                     | SDE Transition Specialist<br>SIG funds<br>VI-B funds   |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b>      | <b>Projected Resources</b>  |
|-----------------------------|---|---------------------------------|---|
|                             | Support and utilize the Transition Leadership cadre, including higher education faculty to address the statewide training needs in preservice and inservice for professional, paraprofessional and parent training. | Ongoing                         | SDE Transition Specialist<br>SIG funds<br>VI-B funds  |
| <b>2009<br/>(2009-2010)</b> | Training and technical assistance will be provided to LEAs on data collection and reporting process.  | Annually in the Summer and Fall | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>VI-B funds |
|                             | Data will be collected, analyzed and reported to the public   | Annually in the Fall            | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds   |
|                             | Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development.  | Annually in the Winter          | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>VI-B funds |
|                             | Continue to enhance online resources through the Secondary Transition Learning Community  | Ongoing                         | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>VI-B funds  |
| <b>2009<br/>(2009-2010)</b> | Partner with the Idaho Training Clearinghouse to develop and support a Secondary Transition Learning Community to provide on-line and traditional training formats.   | Ongoing                         | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds   |

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| <b>FFY</b> | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>  |
|------------|---|----------------------------|---|
|            | Use online and face-to-face training through the Secondary Transition Learning Community to offer mini-workshops on topics related to the key indicators for secondary transition twice a year in eight locations around the state. | Fall<br>Winter<br>Spring   | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds |
|            | Develop a cadre of mentors consisting of master level practitioners in the field of secondary transition to assist in delivering training and technical assistance to professionals, youth and families across Idaho.               | Ongoing                    | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds |
|            | Provide full day training on assessment for transition planning in 5 locations across the state.  | Spring                     | SDE Transition Specialist<br>SIG funds<br>VI-B funds  |
|            | Support and utilize the Transition Leadership cadre, including higher education faculty to address the statewide training needs in preservice and inservice for professional, paraprofessional and parent training.                 | Ongoing                    | SDE Transition Specialist<br>SIG funds<br>VI-B funds  |

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**Indicator 14:** Percent of youth who had IEPs, are no longer in secondary school and who are competitively employed, enrolled in some type of postsecondary school, or both, within two years of leaving high school.

**Measurement:** Percent =  $\left[ \frac{\text{(\# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school)}}{\text{(\# of youth assessed who had IEPs and are no longer in secondary school)}} \right] \times 100$ .

#### Overview of Issue/Description of System or Process:

We have been collecting secondary school leaver and post school outcome data for all students receiving special education services beginning with the graduating class of 2000 through a contractor that uses a survey to gather information. The total number of students in Idaho who leave a secondary program regardless of reason is contacted and provided an opportunity to complete a survey. The current process is designed for students to complete a survey prior to leaving secondary school programs, one year, three years and five years after exiting school. This data has been used both at the state and local levels to identify areas of need and assist in the development of activities to address these needs. In the spring 2005 the Secondary School Leaver survey was placed on the internet for students to complete at school with teacher support. Upon review of the current data collection process and the reporting needs for this indicator, we have identified a need to have further review and involvement of our state Secondary Transition Interagency Council and others to identify data collection issues and suggest strategies that will ensure involvement of all students leaving school who had IEPs, and are no longer in secondary school.

Following review of the process in place beginning with the graduating class of 2000 changes were made to the Secondary School Leaver survey that is completed the last semester students with disabilities are enrolled in public school. Additions to the demographic section of the survey were made to allow linkage with our 618 data. This will allow us to disaggregate students by disability, category, LRE environment, age, and other groupings that will assist in analyzing the data and developing improvement activities.

We will continue to utilize the same contractor to provide the one year follow-up. The changes made to the follow-up survey are related to the demographics and the ability to link the follow-up data to the each individual student. Our ability to link the Secondary School Leaver Survey data with the student's follow-up survey data will provide a better picture of the student's education and provide better information to address secondary school programs.

#### Competitive Employment:

To assist with our interagency collaboration and efforts to align, the SDE has chosen to use the same definition used by the Idaho Division of Vocational Rehabilitation. It is similar to the federal definition.

Competitive employment - Is employment that is in the most integrated setting possible, consistent with the individual's informed choice and that the individual is compensated at or above the minimum wage and that his/her wages and benefits are not less than that customarily paid by the employer for same or similar work performed by a non-disabled individual.

#### Post Secondary Education

For the purposes of reporting and analyzing the data presented regarding participation in post secondary education the following definition will be used;

Post Secondary Education is education or training that is provided by a post secondary educational institution defined in Idaho Administrative Code to mean an individual, or educational, business or other entity which provides courses or programs that lead to a degree. Enrollment can be full time or part time. Full time enrollment is considered 12 credits or more per semester.

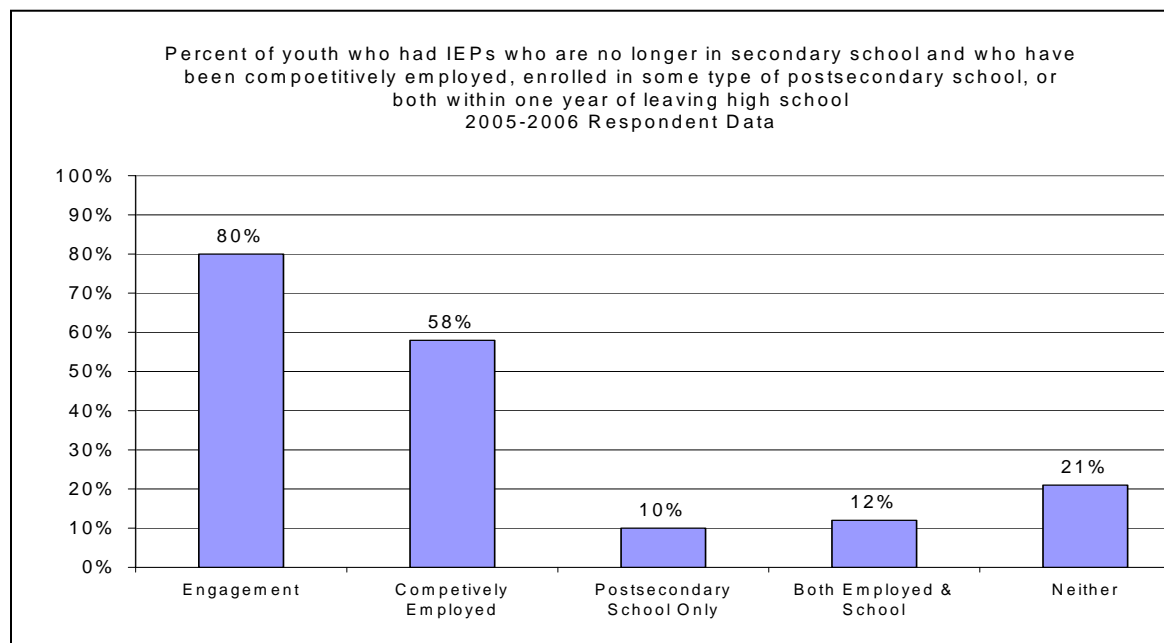


## Idaho State Performance Plan (SPP) FFY 2006-2011

**Baseline Data for FFY 2006 (2006-2007):**

Data is through a contractor with initial contact made by the SDE through an introduction letter and written survey. To ensure a high response rate the contractor follows up with one additional written contact by mail. If a response is not received, a phone interview is conducted. The interviewer will contact the student up to three times by phone to conduct the interview. The response rate for the class of 2006 is 59.6%. Responses are considered valid if reported by the student or the parent of the student.

|  |
|--|
| <b>FFY 2006: Percent of school leavers who are competitively employed, enrolled in postsecondary school, or both</b> |
| Number of School Leavers Receiving Survey: 704   |
| Total Responses to Survey: 401   |
| Number respondents engaged: 318  |
| Total number of respondents: 401   |
| Percent respondents engaged: 80%   |



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**Discussion of Baseline Data:**

The data collected from the survey completed prior to the student leaving the secondary school has been placed on a web based platform to enable students to fill out their contact information. This next years activity related to improving the data collection process is to implement a coding system that will allow us to link the data collected one year after the student leaves the secondary school and the data the student reports on the survey completed prior to their leaving. We will also be able to disaggregate the data using our December 1 Child Count Information by linking it with the student code. All of these improvements will allow us to analyze the data and identify more clearly populations of students who may not be responding, students in certain disability categories that may not be participating in post secondary education or employment and how different areas of the state may be doing with regard to student outcomes.

| <b>FFY</b>                 | <b>Measurable and Rigorous Target</b>   |
|----------------------------|---|
| <b>2005</b><br>(2005-2006) | This is a new indicator. Baseline and targets will be provided in APR due February 1, 2008                            |
| <b>2006</b><br>(2006-2007) | Baseline data established and reported.   |
| <b>2007</b><br>(2007-2008) | Increase percent of school leavers who are competitively employed, enrolled in postsecondary school, or both to 81%   |
| <b>2008</b><br>(2008-2009) | Increase percent of school leavers who are competitively employed, enrolled in postsecondary school, or both to 81.5% |
| <b>2009</b><br>(2009-2010) | Increase percent of school leavers who are competitively employed, enrolled in postsecondary school, or both to 82%   |
| <b>2010</b><br>(2010-2011) | Increase percent of school leavers who are competitively employed, enrolled in postsecondary school, or both to 82.5% |

**Improvement Activities/Timelines/Resources:**

| <b>FFY</b>                 | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|----------------------------|---|----------------------------|--|
| <b>2005</b><br>(2005-2006) | Work with the SDE's Bureau of Technology to review data collection process and identify improvement areas, both exit and follow-up surveys. | January-April 2006         | SDE Secondary Transition Specialist<br>Special Education Data Coordinator,<br>Secondary Transition Interagency Council<br><br>VI-B funds |
|                            | Make adjustments based on review to on-line exit survey.  | March 2006                 | SDE Secondary Transition Specialist<br>Special Education Data Coordinator<br><br>VI-B funds  |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| FFY                        | Activities  | Projected Timelines                           | Projected Resources  |
|----------------------------|---|---|--|
|                            | Provide statewide training to school personnel on completion of exit survey through face-to-face and distance learning opportunities.                           | March 2006                                    | SDE Secondary Transition Specialist<br>SDE Data Coordinator<br>Quality Assurance Coordinator<br>VI-B funds       |
|                            | Attend National Post Secondary Outcome training.  | March 2006                                    | SDE Secondary Transition Specialist<br>LEA representatives, Idaho Parents Unlimited representative<br>VI-B funds |
| <b>2005</b><br>(2005-2006) | Revised on-line exit survey available for LEA reporting.  | April 2006                                    | SDE Special Education Data Coordinator   |
| <b>2006</b><br>(2006-2007) | Compile exit information on students leaving during 2005-2006.  | Summer 2006 and Annually in summer            | SDE Secondary Transition Specialist<br>Special Education Data Coordinator<br>VI-B funds                          |
|                            | Report data from the exit survey to the public.   | Annually in the fall                          | SDE Secondary Transition Specialist<br>Secondary Transition Learning Community<br>VI-B funds                     |
|                            | Provide training to LEAs regarding the use of exit and post school data regarding its use in program review and improvement.                                    | Fall 2006 and Annually in the fall            | SDE Secondary Transition Specialist<br>Secondary Transition Learning Community<br>SIG funds<br>VI-B funds        |
|                            | Work with post school outcome data contractor to adjust post school data collection process and instrument based on SDE review.                                 | November 2006 to February 2007                | SDE Secondary Transition Specialist<br>Life Track (contractor)<br>VI-B funds                                     |
|                            | Collect post-school outcome data on students leaving during 2005-2006.  | April 2007-June 2007 and Annually April –June | SDE Secondary Transition Specialist<br>Life Track (contractor)<br>VI-B funds                                     |
|                            | With public input set multiple year annual rigorous and measurable targets based on baseline data collected to date (to be submitted in the APR due Feb. 2008). | Fall 2007                                     | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds                    |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| FFY                        | Activities   | Projected Timelines  | Projected Resources  |
|----------------------------|--|--|--|
| <b>2007</b><br>(2007-2008) | Build report of exit and post-school outcome data.   | Fall 2007 and Annually in the Fall   | SDE Secondary Transition Specialist<br>VI-B funds  |
|                            | Analyze data at the district and state level, compile simple, user-friendly reports.   | Fall 2007 and Annually in the Fall   | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds                      |
|                            | Report to the public.  | Annually in the fall   | SDE Secondary Transition Specialist<br>Secondary Transition Learning Community<br>SIG funds<br>VI-B funds          |
|                            | Work with stakeholder groups to review exit and post school data and develop activities for improvement activities, timeline and resources.  | Annually in the fall beginning in 2007.  | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds                      |
|                            | Provide ongoing technical assistance to districts to learn to read and use the data and report to develop district improvement strategies; implement improvement activities  | Face to Face training Annually each fall with ongoing internet resources available | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds                      |
|                            | Adjust data collection protocol and training as needed to improve response rate  | Annually in January to March   | SDE Secondary Transition Specialist<br>Special Education Data Coordinator<br>Life Track (contractor)<br>VI-B funds |
| <b>2007</b><br>(2007-2008) | Post secondary disability service coordinators from all Idaho IHEs will meet on a bi-annual basis to identify and implement improvement activities to increase post secondary enrollment of students with in one year of leaving secondary school. | Bi annually  | SDE Secondary Transition Specialist<br>VI-B funds<br>SIG Funds   |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| FFY                        | Activities   | Projected Timelines  | Projected Resources  |
|----------------------------|--|--|--|
| <b>2008</b><br>(2008-2009) | Analyze data at the district and state level, compile simple, user-friendly reports  | Annually in the Fall   | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds                      |
|                            | Report to the public   | Annually in the Fall   | SDE Secondary Transition Specialist<br>Secondary Transition Learning Community<br>SIG funds<br>VI-B funds          |
|                            | Work with stakeholder groups to review exit and post school data and develop activities for improvement activities, timeline and resources.  | Annually in the Fall   | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds                      |
|                            | Provide ongoing technical assistance to districts to learn to read and use the data and report to develop district improvement strategies; implement improvement activities  | Face to Face Training annually each fall with ongoing internet resources available | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds                      |
|                            | Adjust data collection protocol and training as needed to improve response rate  | Annually in January to March.  | SDE Secondary Transition Specialist<br>Special Education Data Coordinator<br>Life Track (contractor)<br>VI-B funds |
|                            | Post secondary disability service coordinators from all Idaho IHEs will meet on a bi-annual basis to identify and implement improvement activities to increase post secondary enrollment of students with in one year of leaving secondary school. | Bi annually  | SDE Secondary Transition Specialist<br>VI-B funds<br>SIG Funds   |
| <b>2009</b><br>(2009-2010) | Analyze data at the district and state level, compile simple, user-friendly reports  | Annually in the Fall   | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds                      |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| FFY                               | Activities  | Projected Timelines   | Projected Resources  |
|-----------------------------------|---|---|--|
|                                   | Report to the public  | Annually in the Fall  | SDE Secondary Transition Specialist<br>Secondary Transition Learning Community<br>VI-B funds                       |
|                                   | Work with stakeholder groups to review exit and post school data and develop activities for improvement activities, timeline and resources.                                 | Annually in the Fall  | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds                      |
|                                   | Provide ongoing technical assistance to districts to learn to read and use the data and report to develop district improvement strategies; implement improvement activities | Face to Face training<br>Annually each fall with ongoing internet resources available | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds                      |
| <b>2009</b><br><b>(2009-2010)</b> | Adjust data collection protocol and training as needed to improve response rate   | Annually in January to March  | SDE Secondary Transition Specialist<br>Special Education Data Coordinator<br>Life Track (contractor)<br>VI-B funds |
|                                   | Analyze data at the district and state level, compile simple, user-friendly reports   | Annually in the Fall  | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds                      |
|                                   | Report to the public  | Annually in the Fall  | SDE Secondary Transition Specialist<br>Secondary Transition Learning Community<br>VI-B funds                       |
|                                   | Work with stakeholder groups to review exit and post school data and develop activities for improvement activities, timeline and resources.                                 | Annually in the Fall  | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds                      |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| FFY | Activities   | Projected Timelines  | Projected Resources  |
|-----|--|--|--|
|     | Provide ongoing technical assistance to districts to learn to read and use the data and report to develop district improvement strategies; implement improvement activities  | Face to Face training<br>Annually<br>each fall with ongoing internet resources available | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds                      |
|     | Adjust data collection protocol and training as needed to improve response rate  | Annually in January to March   | SDE Secondary Transition Specialist<br>Special Education Data Coordinator<br>Life Track (contractor)<br>VI-B funds |
|     | Post secondary disability service coordinators from all Idaho IHEs will meet on a bi-annual basis to identify and implement improvement activities to increase post secondary enrollment of students with in one year of leaving secondary school. | Bi annually  | SDE Secondary Transition Specialist<br>VI-B funds<br>SIG Funds   |

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**Monitoring Priority: Effective General Supervision Part B / Supervision**

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

**Data Source:**

Monitoring Data & Dispute Data. Number of agencies monitored related to the monitoring priority areas and indicators and the number of agencies monitored related to areas not included in monitoring priority areas and indicators.

**Measurement:**

Percent of noncompliance related to monitoring priority areas that were corrected within one year of identification.

- A. Number of findings of noncompliance made related to monitoring priority areas
- B. Number of corrections completed as soon as possible but in no case later than one year from identification and/or enforcement that the State has taken.

**Overview of Issue/Description or Process:**

*Process for selecting LEAs for monitoring:* During the 2003-2004 school year, cyclical monitoring was in transition to focus monitoring. Districts will continue to self-assess on a five-year cycle but onsite activities by the SDE are dependent upon the district's needs in relationship to Idaho's Performance Goals and Indicators, areas that overlap those listed as monitoring priorities in the State Performance Plan.

Annually, every district in the State is held accountable for their results for students with disabilities. Districts must report their progress toward the Performance Goals and Indicators annually when new data are posted on the State website. If progress was not made, strategies and interventions must be adjusted to obtain better results. Areas of accountability are:

- Participation and performance of students with disabilities on statewide assessments;
- Finding and appropriately serving students with disabilities;
- Qualified staff;
- Appropriately identifying and serving students with cultural and language differences who also have a disability;
- Proactively addressing behavior issues to decrease incidents leading to suspension or expulsion of students;
- Effective transitions from Part C to Part B for three-year olds;
- LRE and educational environments;
- Graduation and dropout rates;
- Secondary transitions; and
- Post school outcomes.

Data in all these areas are collected and reported to the district, and performance indicator data are also reported publicly on the State website.

**Baseline Data for FFY 2004 (2004-2005):**

21 districts received onsite monitoring visits during 2004-2005 related to the following monitoring priority areas:

- 4 related to LRE;
- 4 related to secondary transition;



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- 2 related to preschool transitions;
- 2 related to graduation/dropouts;
- 3 related to disproportionality;
- 5 related to academic performance and AYP;
- 1 related to suspensions/expulsions; and
- 4 related to accuracy of reported data.

In addition to the monitoring priority areas, 2 new charter schools were monitored to ensure that services were in place for students with disabilities and 1 charter school was monitored to determine if noncompliance had been corrected.

Percent of noncompliance related to monitoring priority areas that were corrected within one year of identification 100%.

A. Number of findings of noncompliance made related to monitoring priority areas: 8.

B. Number of corrections completed as soon as possible but in no case later than one year from identification: 8.

**Discussion of Baseline Data:**

All noncompliance related to the monitoring priority areas were corrected quickly, typically in the first three months. There was one finding unrelated to a priority area, regarding failure to provide services to students with disabilities in a virtual charter school. That was not corrected within one year, but the State had in place effective procedures to deal with the noncompliance. These procedures were followed, including notifications, technical assistance, training, and follow-up visits. When noncompliance exceeded one year, action was taken to retrieve funds. As required by law, the district was offered an opportunity to request a hearing, which it did. The hearing decision upheld the actions of the State. This district is near compliance status at this time, validating the effectiveness of the SDE general supervision procedures.

| <b>FFY</b>                  | <b>Measurable and Rigorous Target</b>                     |
|-----------------------------|---|
| <b>2005<br/>(2005-2006)</b> | 100% compliance within one year of noncompliance findings |
| <b>2006<br/>(2006-2007)</b> | 100% compliance within one year of noncompliance findings |
| <b>2007<br/>(2007-2008)</b> | 100% compliance within one year of noncompliance findings |
| <b>2008<br/>(2008-2009)</b> | 100% compliance within one year of noncompliance findings |
| <b>2009<br/>(2009-2010)</b> | 100% compliance within one year of noncompliance findings |
| <b>2010<br/>(2010-2011)</b> | 100% compliance within one year of noncompliance findings |

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**Improvement Activities/Timelines/Resources:**

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|-----------------------------|---|----------------------------|--|
| <b>2005<br/>(2005-2006)</b> | Select districts for onsite visits based on monitoring priority areas                           | 2005-2006 and Annually     | SDE staff<br>Regional Consultants<br>VI-B funds  |
|                             | Continue to train districts in the self-assessment process so that noncompliance may be avoided | 2005-2006 and Annually     | SDE staff<br>Regional Consultants<br>VI-B funds  |
|                             | Follow established procedures when noncompliance is not corrected in a timely manner            | 2005-2006 and Annually     | Quality Assurance Coordinator<br>Special Education Supervisor<br>Bureau Chief, Special Populations<br>VI-B funds |
| <b>2006<br/>(2006-2007)</b> | Select districts for onsite visits based on monitoring priority areas                           | 2006 and Annually          | SDE staff<br>Regional Consultants<br>VI-B funds  |
|                             | Continue to train districts in the self-assessment process so that noncompliance may be avoided | 2006 and Annually          | SDE staff<br>Regional Consultants<br>VI-B funds  |
|                             | Follow established procedures when noncompliance is not corrected in a timely manner            | 2006 and Annually          | Quality Assurance Coordinator<br>Special Education Supervisor<br>Bureau Chief, Special Populations<br>VI-B funds |
|                             | Define "determinations" required by IDEA 2004 and identify districts in these groups            | 2006-2007                  | Special Education Director<br>Quality Assurance Coordinator<br>VI-B funds  |

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| <b>FFY</b>   | <b>Activities</b>  | <b>Projected Timelines</b>  | <b>Projected Resources</b>   |
|--|--|---|--|
| <b>2007<br/>(2007-2008)</b>                              | Select districts for onsite visits based on monitoring priority areas  | 2007 and Annually   | SDE staff<br>Regional Consultants<br>VI-B funds  |
|  | Continue to train districts in the self-assessment process so that noncompliance may be avoided  | 2007 and Annually   | SDE staff<br>Regional Consultants<br>VI-B funds  |
|  | Follow established procedures when noncompliance is not corrected in a timely manner   | 2007 and Annually   | Quality Assurance Coordinator<br>Special Education Supervisor<br>Bureau Chief, Special Populations<br>VI-B funds                               |
| <b>2007<br/>(2007-2008)</b><br><br><b>New<br/>2/1/08</b> | Continue to support the on-going development of the compliance tracking tool for improved communication, data, and documentation <ul style="list-style-type: none"> <li>• Work with monitoring work group to evaluate effective use of tool</li> <li>• Develop and work with user group to determine improvements to data collection, reporting functions, and accessibility</li> <li>• Work with Building Capacity Team at the SDE to develop connections across federal programs and reporting requirements for districts</li> </ul> | On-going<br><br>December 2007-May 2008<br><br>June 2008<br><br>February – July 2008 | Quality Assurance Coordinator<br>SDE Programmer<br>Regional Consultants<br>Building Capacity Team (SDE)<br>Monitoring Work Group<br>VI-B Funds |
| <b>New<br/>2/1/08</b>                                    | Continue to work with various stakeholders to effectively implement the compliance tracking tool <ul style="list-style-type: none"> <li>• Develop a draft user manual and associated training</li> <li>• Deliver training to staff and districts in use of tool</li> </ul>   | On-going<br><br>June 2008<br><br>December 2007 – May 2008                           | Quality Assurance Coordinator<br>Regional Consultants<br>User Group<br>SDE Programmer<br>VI-B Funds  |
| <b>New<br/>2/1/08</b>                                    | Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring) <ul style="list-style-type: none"> <li>• Develop the required tools for each component</li> </ul>  | On-going<br><br>June 2007 – May   | Quality Assurance Coordinator<br>Regional Consultants  |

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| FFY               | Activities  | Projected Timelines   | Projected Resources  |
|-------------------|---|---|--|
|                   | <p>of the monitoring process</p> <ul style="list-style-type: none"> <li>Develop and distribute a policy and procedures manual for each component of the monitoring process to use with staff</li> <li>Develop and distribute a public policy manual for the monitoring process to use with districts and other stakeholders</li> <li>Develop and deliver training and materials on the Idaho CIMS process and each component as necessary</li> <li>Collaborate with other federal programs (Building Capacity group) to identify areas of possible partnership in reporting requirements, plans, and monitoring</li> <li>Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible</li> </ul>  | <p>2008</p> <p>June 2008</p> <p>October 2007 – July 2008</p> <p>October 2007&amp; April – May 2008</p> <p>February 2008 on-going</p> <p>September 2007 – on-going</p> | <p>Building Capacity Team (SDE)</p> <p>Monitoring Work Group</p> <p>Idaho Training Clearinghouse</p> <p>SDE Webmaster</p> <p>WRRC Consultants</p> <p>VI-B Funds</p>                              |
| <b>New 2/1/08</b> | <p>Support districts to follow established procedures for identification and correction of noncompliance no later than 365 days</p> <ul style="list-style-type: none"> <li>Cooperate to implement a calendar for reporting and monitoring activities that supports districts and assists the state in meeting federal requirements</li> <li>Provide technical assistance and training for districts around the monitoring and compliance tools, definitions, and expectations (File Reviews, etc.)</li> <li>Provide technical assistance to districts based on the needs determined through the determination levels process</li> <li>Implement the actions (rewards and sanctions) for districts as determined by the determination levels process</li> <li>Facilitate a work group to develop and implement the Performance Response worksheets used to determine appropriate policies, procedures, and/or practices</li> </ul> | <p>On-going</p> <p>August 2007<br/>March 2008</p> <p>November 2007<br/>on-going July 2008</p> <p>On-going</p> <p>On-going</p> <p>March 2008</p>                       | <p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Special Education SDE Staff</p> <p>Performance Response Work Group</p> <p>Idaho Training Clearinghouse</p> <p>VI-B Funds</p> |
| <b>New 2/1/08</b> | <p>Follow established procedures when noncompliance is not corrected in a timely manner</p> <ul style="list-style-type: none"> <li>Continue to facilitate a work group to evaluate and develop appropriate procedures and policy for the Determination Levels</li> <li>Facilitate a work group to review and update</li> </ul>  | <p>On-going</p> <p>October 2007<br/>December 2007<br/>March 2008</p>  | <p>Quality Assurance Coordinator</p> <p>Special Education SDE Staff</p> <p>Regional</p>  |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>   | <b>Activities</b>  | <b>Projected Timelines</b>   | <b>Projected Resources</b>  |
|--|--|--|---|
|  | <p>the Child Count Verification procedures</p> <ul style="list-style-type: none"> <li>• Train all staff on the established process for documentation pertaining to identification and correction of noncompliance</li> <li>• Develop a process for consistent communication and documentation of compliance concerns within the SDE and Regional Offices</li> </ul>  | <p>May 2008</p> <p>June-July 2008</p> <p>May 2008</p>                  | <p>Consultants</p> <p>Dispute Resolution Coordinator &amp; Consultant Art Cernosia</p> <p>Monitoring Work Group</p> <p>Determination Levels Work Group</p> <p>VI-B Funds</p>                |
| <p><b>2008</b><br/><b>(2008-2009)</b><br/><b>New</b><br/><b>2/1/08</b></p> | <p>Continue to support the on-going development of the compliance tracking tool for improved communication, data, and documentation</p> <ul style="list-style-type: none"> <li>• Work with monitoring work group to evaluate cross over between data systems within special education</li> <li>• Continue to work with user group to determine improvements to data collection, reporting functions, and accessibility</li> <li>• Continue to work with the Building Capacity Team at the SDE to develop connections across federal programs and reporting requirements for districts</li> </ul> | <p>On-going</p> <p>July 2008 – September 2008</p>                      | <p>Quality Assurance Coordinator</p> <p>SDE Programmer</p> <p>Regional Consultants</p> <p>User Group</p> <p>Building Capacity Team (SDE)</p> <p>Monitoring Work Group</p> <p>VI-B Funds</p> |
| <p><b>New</b><br/><b>2/1/08</b></p>  | <p>Continue to work with various stakeholders to effectively implement the compliance tracking tool</p> <ul style="list-style-type: none"> <li>• Finalize a user manual and associated training</li> <li>• Deliver training to staff and districts in the use of the compliance tracking tool</li> <li>• Develop a policy handbook with guidelines for quality content and consistent definitions for in-house training, (training for fidelity)</li> <li>• Provide on-going technical assistance to districts for use of compliance tracking tool</li> </ul>                                    | <p>On-going</p> <p>September 2008</p> <p>July 2008 – November 2008</p> | <p>Quality Assurance Coordinator</p> <p>Special Education SDE Staff</p> <p>Regional Consultants</p> <p>User Group</p> <p>SDE Programmer</p> <p>VI-B Funds</p>                               |
| <p><b>New</b><br/><b>2/1/08</b></p>  | <p>Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)</p> <ul style="list-style-type: none"> <li>• Evaluate and update as necessary a policy and procedures manual for each component of the monitoring process to use with staff, continue to train for fidelity</li> <li>• Distribute a public policy manual for the monitoring process to use with districts and</li> </ul>  | <p>On-going</p>  | <p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Building Capacity Team (SDE)</p> <p>Monitoring Work Group</p>   |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| FFY  | Activities   | Projected Timelines                                     | Projected Resources  |
|--|--|---|--|
|  | <p>other stakeholders</p> <ul style="list-style-type: none"> <li>Collaborate with other federal programs to implement a partnership in reporting requirements, plans, and monitoring</li> <li>Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible</li> <li>Recruit and develop monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification</li> <li>Develop an Evaluation Process/Tool for the CIMS process that involves various stakeholders, including SEAP</li> </ul> <p><a href="http://itcnew.idahotc.com/files/07/evalrpt2007.pdf">http://itcnew.idahotc.com/files/07/evalrpt2007.pdf</a></p>  | <p>August 2008 – December 2008</p> <p>May 2009</p>      | <p>Idaho Training Clearinghouse</p> <p>SDE Webmaster</p> <p>WRRC Consultants</p> <p>Monitoring Cohort</p> <p>VI-B Funds</p>  |
| <p><b>Revised</b></p> <p><b>New</b></p> <p><b>2/1/08</b></p> | <p>Support districts to follow established procedures for identification and correction of noncompliance no later than 365 days</p> <ul style="list-style-type: none"> <li>Provide technical assistance and training for districts around compliance items in the monitoring priority areas (Eligibility &amp; the IEP Process, etc.)</li> <li>Provide technical assistance to districts based on the needs determined through the determination levels process</li> <li>Implement the actions (rewards and sanctions) for districts as determined by the determination levels process</li> <li>Research development and implementation of "Best Practices Cohorts" and "District to District Mentoring" in line with the Determination Level Actions and the decisions of that work group</li> <li>Develop and deliver training for districts on quality data analysis and completing the Performance Response to identify inappropriate policies, procedures, and/or practices</li> <li>Collaborate with Building Capacity group and other programs/coordinators to identify effective strategies for improvement in monitoring priority areas. (Response to Intervention, Limited English Proficiency, Parent Involvement, etc.)</li> </ul> | <p>On-going</p> <p>January 2009</p> <p>October 2008</p> | <p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Special Education SDE Staff</p> <p>Determinations Work Group</p> <p>Performance Response Work Group</p> <p>Idaho Training Clearinghouse</p> <p>RTI Coordinator</p> <p>LEP Coordinator</p> <p>Content Coordinators</p> <p>NCLB Coordinators</p> <p>Parent Collaborative</p> <p>WRRC Consultants</p> <p>Mentor Districts</p> <p>VI-B Funds</p> |
| <p><b>2009</b></p> <p><b>(2009-</b></p>                      | Continue to work with various stakeholders to effectively implement the compliance tracking tool   | On-going  | Quality Assurance Coordinator  |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                                | <b>Activities</b>   | <b>Projected Timelines</b>  | <b>Projected Resources</b>   |
|---|---|---|--|
| <b>2010)</b><br><br><b>New<br/>2/1/08</b> | <ul style="list-style-type: none"> <li>• Provide on-going technical assistance for use of compliance tracking tool</li> <li>• Work with user group to determine and implement improvements to data collection, reporting functions, and accessibility</li> <li>• Revisit the user manual and associated training</li> <li>• Collaborate with required staff to ensure compatibility of changes to state wide data systems</li> </ul>  |   | Regional Consultants<br>User Group<br>IT Dept SDE<br>VI-B Funds  |
| <b>New<br/>2/1/08</b>                     | <p>Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)</p> <ul style="list-style-type: none"> <li>• Review and distribute a public policy manual for the monitoring process to use with districts and other stakeholders</li> <li>• Deliver training and materials on the Idaho CIMS process and each component as necessary</li> <li>• Collaborate with other federal programs to implement partnership in reporting requirements, Continuous Improvement Plans (CIP), and monitoring</li> <li>• Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible</li> <li>• Train and facilitate the use of monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification</li> <li>• Implement the use of an Evaluation Process/Tool for the CIMS process that involves various stakeholders, including SEAP</li> </ul> | <p>On-going</p> <p>August 2009</p> <p>February – April 2010</p> <p>May 2010</p> | Quality Assurance Coordinator<br>Regional Consultants<br>Building Capacity Team (SDE)<br>Monitoring Work Group<br>Idaho Training Clearinghouse<br>SDE Webmaster<br>Monitoring Cohort<br>VI-B Funds |
| <b>Revised<br/>New<br/>2/1/08</b>         | <p>Support districts to follow established procedures for identification and correction of noncompliance no later than 365 days</p> <ul style="list-style-type: none"> <li>• Provide technical assistance for districts around compliance items in the monitoring priority areas (Eligibility &amp; the IEP Process, etc.)</li> <li>• Provide technical assistance to districts based on the needs determined through the determination levels process</li> <li>• Implement the actions (rewards and sanctions) for districts as determined by the determination</li> </ul>   | <p>On-going</p>   | Quality Assurance Coordinator<br>Regional Consultants<br>Special Education SDE Staff<br>Determinations Work Group<br>Performance Response Work Group   |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| FFY  | Activities   | Projected Timelines                                 | Projected Resources   |
|--|--|---|---|
|  | <p>levels process</p> <ul style="list-style-type: none"> <li>Establish “Best Practices Cohorts” and “District to District Mentoring” in line with the Determination Level Actions and the decisions of that work group</li> <li>Develop and deliver training for districts on quality data analysis and completing the Performance Response to identify inappropriate policies, procedures, and/or practices</li> <li>Collaborate with Building Capacity group and other programs/coordinators to train on the implementation of effective strategies for improvement in monitoring priority areas. (Response to Intervention, Limited English Proficiency, Parent Involvement, etc.)</li> </ul>                         | September 2009                                      | <p>Idaho Training Clearinghouse</p> <p>RTI Coordinator<br/>LEP Coordinator<br/>Content Coordinators<br/>NCLB Coordinators<br/>Parent Collaborative</p> <p>Mentor Districts</p> <p>VI-B Funds</p>                                      |
| <p><b>2010</b><br/><b>(2010-2011)</b><br/><b>New</b><br/><b>2/1/08</b></p> | <p>Continue to work with various stakeholders to effectively implement the compliance tracking tool</p> <ul style="list-style-type: none"> <li>Provide on-going technical assistance for use of compliance tracking tool</li> <li>Work with user group to determine and implement improvements to data collection, reporting functions, and accessibility</li> <li>Revisit the user manual and associated training</li> <li>Collaborate with required staff to ensure compatibility of changes to state wide data systems</li> </ul>   | On-going  | <p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>User Group</p> <p>IT Dept SDE</p> <p>VI-B Funds</p>   |
| <p><b>New</b><br/><b>2/1/08</b></p>  | <p>Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)</p> <ul style="list-style-type: none"> <li>Deliver training and materials on the Idaho CIMS process and each component as necessary</li> <li>Collaborate with other federal programs to implement partnerships in reporting requirements, Continuous Improvement Plans (CIP), and monitoring</li> <li>Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible</li> <li>Facilitate and evaluate the use of monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification</li> </ul> | <p>On-going</p> <p>January 2011-<br/>March 2011</p> | <p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Building Capacity Team (SDE)</p> <p>Monitoring Work Group</p> <p>Idaho Training Clearinghouse</p> <p>SDE Webmaster</p> <p>Monitoring Cohort</p> <p>VI-B Funds</p> |



## Idaho State Performance Plan (SPP) FFY 2006-2011

[illegible]

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Indicator 16:** Percent of written, signed complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.

**Data Source:**

Data collected on Attachment 1

Data collected for reporting under section 618 (Annual Report of children served).

**Measurement:**

Percent = (1.1(b) + 1.1(c) divided by (1.1) times 100

**Overview of Issue/Description or Process:**

The SDE Dispute Resolution Coordinator and five contracted investigators investigate complaints. Two of the five contracted investigators are new. The State Department of Education requires training every two years for its contracted complaint investigators. Each individual attends special education law, as well as training on investigative procedures and techniques.

The State Department of Education (SDE) received a total of 30 complaints during the 2004-05 school year. All complaints were investigated within the 60-day time line, or within the extension period. Extensions of 30 days were granted by the SDE for two of the complaints filed by the same person due to disability considerations of the complainant. The Complainant and District developed an Early Compliant Resolution for both complaints and resolved the issues prior to the final date of the extension; although a Final Report was written for each complaint with no findings, the Reports were never issued. The SDE also extended an investigation due to medical circumstances of the Complainant. Thus the measurement is 100%. The average number of days to complete a complaint for the 2004-05 school year was 53.

**Baseline Data for FFY 2004 (2004-2005):**

| Complaints                          | '01-'02 | 02-03 | '03-04 | '04-'05 |
|-------------------------------------|---------|-------|--------|---------|
| Number of complaints                | 18      | 16    | 16     | 30      |
| Number completed within 60 days     | 18      | 15    | 15     | 27      |
| Number completed within extensions  | 0       | 1     | 1      | 3       |
| Percentage completed within 60 days | 100%    | 100%  | 100%   | 100%    |

**Discussion of Baseline Data**

The trend continues to show disputes completed in a timely fashion. Numbers of trained complaint investigators were adequate to respond promptly to all formal, written complaints so processes were quickly under way and completed within required timelines, including necessary extensions.

In order to help decrease the number of formal complaints during the 2004-05 school year, the SDE continued to move in a proactive direction by using IEP facilitators to resolve potential disputes. A total of 25 IEP facilitators were trained during a two-day session by staff from the University of Delaware in mid September 2005. Facilitators are knowledgeable about special education law, due to training on the reauthorized IDEA and have also been provided with Idaho Special Education Manual training. Facilitation is used on a case-by-case basis.

During the 2004-05 school year, a total of nine facilitations occurred, eight that proved to be effective in resolving critical issues. This positive impact is an extension for what was initially started during the latter part of the 2003-04 school year. At that time, three IEP facilitators were used to successfully guide a difficult IEP meeting to a successful closure.

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Measurable and Rigorous Target</b>  |
|-----------------------------|--|
| <b>2005<br/>(2005-2006)</b> | 100% of signed written complaints with reports issued resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. |
| <b>2006<br/>(2006-2007)</b> | 100% of signed written complaints with reports issued resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. |
| <b>2007<br/>(2007-2008)</b> | 100% of signed written complaints with reports issued resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. |
| <b>2008<br/>(2008-2009)</b> | 100% of signed written complaints with reports issued resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. |
| <b>2009<br/>(2009-2010)</b> | 100% of signed written complaints with reports issued resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. |
| <b>2010<br/>(2010-2011)</b> | 100% of signed written complaints with reports issued resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. |

**Improvement Activities/Timelines/Resources:**

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>                           |
|-----------------------------|---|----------------------------|--|
| <b>2005<br/>(2005-2006)</b> | Conduct IEP Facilitation training   | September 2005             | Dispute Resolution Coordinator<br>Title VI - B funds |
|                             | Conduct complaint investigator training   | September 2005             | Dispute Resolution Coordinator<br>Title VI - B funds |
|                             | Review and revise dispute database to collect data required by IDEA 2004                                  | June 2006                  | Dispute Resolution Coordinator<br>Title VI-B Funds   |
|                             | Continue to provide technical assistance to school districts and parents on formal complaint procedures.  | Ongoing                    | Dispute Resolution Coordinator<br>Title VI-B Funds   |
| <b>2006<br/>(2006-2007)</b> | Create and distribute a dispute resolution booklet to include information about filing formal complaints. | November 2006              | Dispute Resolution Coordinator<br>Title VI - B funds |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b>                            | <b>Projected Resources</b>                           |
|-----------------------------|---|---|--|
|                             | Continue to provide technical assistance to school districts and parents on formal complaint procedures.  | Ongoing   | Dispute Resolution Coordinator<br>Title VI-B Funds   |
|                             | IEP facilitation training conducted by faculty from the University of Delaware  | September 2007  | Dispute Resolution Coordinator<br>Title VI-B Funds   |
|                             | Legal training for SDE and contracted dispute personnel by Art Cernosia regarding changes in IDEA and its regulations   | February 2007   | Dispute Resolution Coordinator<br>Title VI-B Funds   |
| <b>2007<br/>(2007-2008)</b> | Conduct IEP Facilitation training   | September 2007  | Dispute Resolution Coordinator<br>Title VI - B funds |
| New<br>2/1/08               | Review and update the Dispute Resolution booklet to reflect the new SDE administration and to ensure that it reflects all due process options. Reprint & distribute.                | October 2007  | Dispute Resolution Coordinator<br>Title VI-B funds   |
| New<br>2/1/08               | Continue to emphasize all options available within the dispute resolution process, during training and technical assistance for parents and advocates                               | Ongoing as opportunities occur<br>July 2007-June 2008 | Dispute Resolution Coordinator<br>Title VI-B funds   |
| New<br>2/1/08               | Identify and prioritize districts with issues that may lead to complaints. Offer onsite proactive dispute resolution training for district and school staff, parents and advocates. | November 2007<br>January 2008<br>March 2008           | Dispute Resolution Coordinator<br>Title VI-B funds   |
| <b>2008<br/>2008-2009</b>   | Continue to provide technical assistance and training to school districts, parents, and advocates on formal complaint procedures.   | Ongoing as opportunities occur<br>July 2008-June 2009 | Dispute Resolution Coordinator<br>Title VI-B funds   |
|                             | Identify and prioritize districts with issues that may lead to complaints. Offer onsite proactive dispute resolution training for district and school staff, parents and advocates. | November 2008<br>January 2009<br>March 2009           | Dispute Resolution Coordinator<br>Title VI-B funds   |
| <b>2009<br/>2009-2010</b>   | Provide training to complaint investigators regarding legal issues and investigation methods.   | November 2009   | Dispute Resolution Coordinator<br>Title VI-B funds   |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                | <b>Activities</b>   | <b>Projected Timelines</b>                            | <b>Projected Resources</b>                         |
|---------------------------|---|---|--|
|                           | Continue to provide technical assistance and training to school districts, parents, and advocates on formal complaint procedures.   | Ongoing as opportunities occur<br>July 2009-June 2010 | Dispute Resolution Coordinator<br>Title VI-B funds |
|                           | Identify and prioritize districts with issues that may lead to complaints. Offer onsite proactive dispute resolution training for district and school staff, parents and advocates. | November 2009<br>January 2010<br>March 2010           | Dispute Resolution Coordinator<br>Title VI-B funds |
| <b>2010<br/>2010-2011</b> | Provide training to complaint investigators regarding legal issues and investigation methods.   | November 2010   | Dispute Resolution Coordinator<br>Title VI-B funds |
|                           | Identify and prioritize districts with issues that may lead to complaints. Offer onsite proactive dispute resolution training for district and school staff, parents and advocates. | November 2010<br>January 2011<br>March 2012           | Dispute Resolution Coordinator<br>Title VI-B funds |

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Indicator 17:** Percent of fully adjudicated due process hearings that were fully adjudicated within the 45-day timeline, or a timeline that is properly extended by the hearing officer at the request of either party.

**Data Source:**

Data source collected on Attachment 1.

Data collected for reporting under section 618

**Measurement:**

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

**Overview of Issue/Description or Process:**

The SDE received four requests for a due process hearing during the 2004-05 school year. Only one hearing, (an expedited hearing) was held and was completed within 16 days.

**Baseline Data for FFY 2004 (2004-2005):**

| Hearings                            | '01-02 | '02-'03 | '03-'04 | '04-'05 |
|-------------------------------------|--------|---------|---------|---------|
| Hearings held                       | 4      | 4       | 1       | 1       |
| Number completed within 45 days     | 2      | 3       | 1       | 1       |
| Percentage completed within 45 days | 50%    | 75%     | 100%    | 100%    |

**Discussion of Baseline Data:**

The trend for percentage of hearings completed within 45 days continues to improve; 100% of 2003 and 2004 hearings have completed within the 45 day timeline. The average time needed to complete a hearing this year was 25 days.

This indicator was met. 100% of hearings were completed within 45 days. Progress was due to:

- An adequate supply of hearing officers
- Emphasis on timelines
- Small number of hearings filed

| FFY                         | Measurable and Rigorous Target   |
|-----------------------------|--|
| <b>2005<br/>(2005-2006)</b> | 100 percent of fully adjudicated due process hearings that were fully adjudicated within the 45-day timeline, or a timeline that is properly extended by the hearing officer at the request of either party. |
| <b>2006<br/>(2006-2007)</b> | 100 percent of fully adjudicated due process hearings that were fully adjudicated within the 45-day timeline, or a timeline that is properly extended by the hearing officer at the request of either party. |
| <b>2007<br/>(2007-2008)</b> | 100 percent of fully adjudicated due process hearings that were fully adjudicated within the 45-day timeline, or a timeline that is properly extended by the hearing officer at the request of either party. |
| <b>2008<br/>(2008-2009)</b> | 100 percent of fully adjudicated due process hearings that were fully adjudicated within the 45-day timeline, or a timeline that is properly extended by the hearing officer at the request of either party. |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| FFY                         | Measurable and Rigorous Target   |
|-----------------------------|--|
| <b>2009<br/>(2009-2010)</b> | 100 percent of fully adjudicated due process hearings that were fully adjudicated within the 45-day timeline, or a timeline that is properly extended by the hearing officer at the request of either party. |

**Improvement Activities/Timelines/Resources:**

| FFY                         | Activities  | Projected Timelines    | Projected Resources   |
|-----------------------------|---|------------------------|---|
| <b>2005<br/>(2005-2006)</b> | Conduct hearing officer training  | August 2005            | Dispute Resolution Coordinator<br>Title VI-B Funds  |
|                             | Provide hearing officers with updated information about current legal cases                                       | August 2005            | Dispute Resolution Coordinator<br>Title VI-B Funds  |
|                             | Review and revise dispute database to collect data required by IDEA 2004  | June 2006              | Dispute Resolution Coordinator<br>Title VI-B Funds  |
|                             | Develop and disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited  | June 2006              | Dispute Resolution Coordinator<br>Contracted Hearing Officers,<br>Mediators, IEP Facilitators<br>Title VI-B Funds |
|                             | Provide in-service training to educators and parents statewide using CADRE "Beyond Mediation" module.             | Spring 2006            | Dispute Resolution Coordinator<br>Contracted Hearing Officers,<br>Mediators, IEP Facilitators<br>Title VI-B Funds |
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results | June 2006 and Annually | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds  |
|                             | Report dispute resolution data to the public via SDE and IPUL websites  | June 2006 and Annually | Dispute Resolution Coordinator<br>Title VI-B Funds  |
| <b>2006<br/>(2006-2007)</b> | Create a dispute resolution booklet to include information regarding the due process hearing system.              | November 2006          | Dispute Resolution Coordinator<br>Title VI-B Funds  |
|                             | Provide hearing officers with updated information about current legal cases.                                      | December 2006          | Dispute Resolution Coordinator<br>Title VI-B Funds  |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|-----------------------------|---|----------------------------|--|
|                             | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited  | Ongoing                    | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results | June 2007 and Annually     | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds                                     |
|                             | Report dispute resolution data to the public via SDE and IPUL websites  | June 2007 and Annually     | Dispute Resolution Coordinator<br>Title VI-B Funds   |
| <b>2007<br/>(2007-2008)</b> | Conduct hearing officer training.   | August 2007                | Dispute Resolution Coordinator<br>Title VI-B Funds   |
|                             | Provide training to parents and advocates statewide regarding dispute resolution procedures                       | January – February 2008    | Dispute Resolution Coordinator<br>VI-B Funds   |
|                             | Provide hearing officers with updated information about current legal cases.                                      | Ongoing                    | Dispute Resolution Coordinator<br>Title VI-B Funds   |
|                             | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited  | Ongoing                    | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results | June 2008                  | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds                                     |
|                             | Report dispute resolution data to the public via SDE and IPUL websites  | June 2008 and Annually     | Dispute Resolution Coordinator<br>Title VI-B Funds   |
| <b>2008<br/>(2008-2009)</b> | Provide hearing officers with updated information about current legal cases.                                      | December 2008              | Dispute Resolution Coordinator<br>Title VI-B Funds   |



## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|-----------------------------|---|----------------------------|--|
|                             | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited  | Ongoing                    | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results | June 2009 and Annually     | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds                                     |
|                             | Report dispute resolution data to the public via SDE and IPUL websites  | June 2009 and Annually     | Dispute Resolution Coordinator<br>Title VI-B Funds   |
| <b>2009<br/>(2009-2010)</b> | Conduct hearing officer training.   | August 2009                | Dispute Resolution Coordinator<br>Title VI-B Funds   |
|                             | Provide hearing officers with updated information about current legal cases.                                      | December 2009              | Dispute Resolution Coordinator<br>Title VI-B Funds   |
|                             | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited  | Ongoing                    | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results | June 2010 and Annually     | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds                                     |
|                             | Report dispute resolution data to the public via SDE and IPUL websites  | June 2010 and Annually     | Dispute Resolution Coordinator<br>Title VI-B Funds   |
| <b>2010<br/>(2010-2011)</b> | Provide hearing officers with updated information about current legal cases.                                      | December 2010              | Dispute Resolution Coordinator<br>Title VI-B Funds   |
|                             | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited  | Ongoing                    | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b> | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|------------|---|----------------------------|--|
|            | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results | June 2011 and Annually     | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
|            | Report dispute resolution data to the public via SDE and IPUL websites  | June 2010 and Annually     | Dispute Resolution Coordinator<br>Title VI-B Funds                         |

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

**Data Source:**

Data collected on Table 6 or Table 7

Data collected for reporting under section 618 (Annual Report of Children Served).

**Measurement:**

Percent = 3.1(a) divided by (3.1) times 100.

**Overview of Issue/Description or Process:**

Idaho uses a Dispute Resolution System, which was developed by an independent contractor, to keep track of all dispute processes. Since the introduction of the resolution session process, our contractor has begun to redesign the database to include the collection of resolution session data. The Idaho Dispute Resolution System is now up to date and recording data regarding any resolution sessions held.

**Baseline Data for FFY 2005 (2005-2006):**

With only one resolution session held, the numbers are too low to establish a valid baseline.

| Resolution Sessions   | FFY 2005              | FFY 2006 |
|---|-----------------------|----------|
| Percent of Hearing Requests that went to Resolution that were resolved through resolution session settlement agreements | 100% (see discussion) | 80%      |

**Discussion of Baseline Data:**

The SDE, upon receipt of a due process hearing request, appoints a hearing officer. Hearing officers receive training in special education law from the SDE every two years. During FFY '05, there were 4 due process requests. Three were dismissed and one resolution session was held. The SDE goes beyond the federal requirement for resolution sessions and offers the services of a facilitator to assist the parties in resolving the dispute. For the particular session, the facilitator successfully brought the parties to verbal agreement. However, the parent declined to sign the written agreement, asserting that this is not a requirement of law. Shortly thereafter, the parent moved from the area, thus not allowing the agreement to be carried out.

The SDE will continue the practice of offering the services of a facilitator on a voluntary basis to parents in districts for all resolution sessions. By the time a dispute reaches the level of a due process hearing request and the resolution session becomes an available option, past experience has proven that conflict can be resolved more readily by offering the services of a facilitator on a voluntary basis to the conflicting parties in order to reach the desired outcome for the student.

**FFY 2006 Reached 10 Resolution Meetings**

The SDE received 11 hearing requests from which 10 resolution meetings resulted. The SDE has set targets regarding resolution meetings for subsequent years of the SPP.

| FFY                         | Measurable and Rigorous Target   |
|-----------------------------|--|
| <b>2005<br/>(2005-2006)</b> | This is a new indicator. Baseline and targets will be provided in the FFY 2005 APR due February 1, 2007. |
| <b>2006<br/>(2006-2007)</b> | The number of resolution sessions has reached 10. Targets have been set                                  |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Measurable and Rigorous Target</b>  |
|-----------------------------|--|
| <b>2007<br/>(2007-2008)</b> | The number of resolution sessions resolved through resolution session is 80% |
| <b>2008<br/>(2008-2009)</b> | The number of resolution sessions resolved through resolution session is 80% |
| <b>2009<br/>(2009-2010)</b> | The number of resolution sessions resolved through resolution session is 85% |
| <b>2010<br/>(2010-2011)</b> | The number of resolution sessions resolved through resolution session is 85% |

**Improvement Activities/Timelines/Resources:**

| <b>FFY</b>                  | <b>Activities</b>  | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|-----------------------------|--|----------------------------|--|
| <b>2005<br/>(2005-2006)</b> | Develop policy and procedures for resolution sessions.   | Summer 2005                | Dispute Resolution Coordinator<br>Title VI-B Funds                         |
|                             | Train LEAs, hearing officers and mediators in resolution session policy and procedures   | August-September 2005      | Dispute Resolution Coordinator<br>Title VI-B Funds                         |
|                             | Review and revise dispute database to collect data required by IDEA 2004   | June 2006                  | Dispute Resolution Coordinator<br>Title VI-B Funds                         |
|                             | Report dispute resolution data to the public via SDE and IPUL websites   | June 2006 and Annually     | Dispute Resolution Coordinator<br>Title VI-B Funds                         |
| <b>2006<br/>(2006-2007)</b> | Provide technical assistance to contracted dispute resolution personnel regarding the final federal regulations pertaining to resolution sessions. | September 2006 and Ongoing | Dispute Resolution Coordinator<br>Title VI-B Funds                         |
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results                                  | June 2007 and Annually     | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
|                             | Report dispute resolution data to the public via SDE and IPUL websites   | June 2007 and Annually     | Dispute Resolution Coordinator<br>Title VI-B Funds                         |
| <b>2007<br/>(2007-2008)</b> | Continue to provide technical assistance to contracted dispute resolution personnel regarding resolution sessions.                                 | September 2007             | Dispute Resolution Coordinator<br>Title VI-B Funds                         |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>  | <b>Projected Timelines</b>                 | <b>Projected Resources</b>   |
|-----------------------------|--|--|--|
| New<br>2/1/08               | Continue to provide legal updates for contracted dispute resolution personnel to keep them abreast of current case law and important IDEA issues | Weekly<br>July 1, 2007 to<br>June 30, 2008 | Dispute Resolution Coordinator<br>Title VI-B funds                         |
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results                                | June 2008 and<br>Annually                  | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
|                             | Report dispute resolution data to the public via SDE and IPUL websites   | June 2008 and<br>Annually                  | Dispute Resolution Coordinator<br>Title VI-B Funds                         |
| <b>2008<br/>(2008-2009)</b> | Continue to provide technical assistance to contracted dispute resolution personnel regarding resolution sessions.                               | September 2008                             | Dispute Resolution Coordinator<br>Title VI-B Funds                         |
| New<br>2/1/08               | Continue to provide legal updates for contracted dispute resolution personnel to keep them abreast of current case law and important IDEA issues | Weekly<br>July 1, 2008 to<br>June 30, 2009 | Dispute Resolution Coordinator<br>Title VI-B funds                         |
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results                                | June 2009 and<br>Annually                  | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
|                             | Report dispute resolution data to the public via SDE and IPUL websites   | June 2009 and<br>Annually                  | Dispute Resolution Coordinator<br>Title VI-B Funds                         |
| <b>2009<br/>(2009-2010)</b> | Continue to provide technical assistance to contracted dispute resolution personnel regarding resolution sessions.                               | September 2009                             | Dispute Resolution Coordinator<br>Title VI-B Funds                         |
| New<br>2/1/08               | Continue to provide legal updates for contracted dispute resolution personnel to keep them abreast of current case law and important IDEA issues | Weekly<br>July 1, 2009 to<br>June 30, 2010 | Dispute Resolution Coordinator<br>Title VI-B funds                         |
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results                                | June 2010 and<br>Annually                  | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>  | <b>Projected Timelines</b>                 | <b>Projected Resources</b>   |
|-----------------------------|--|--|--|
|                             | Report dispute resolution data to the public via SDE and IPUL websites   | June 2010 and Annually                     | Dispute Resolution Coordinator<br>Title VI-B Funds                         |
| <b>2010<br/>(2010-2011)</b> | Continue to provide technical assistance to contracted dispute resolution personnel regarding resolution sessions.                               | September 2010                             | Dispute Resolution Coordinator<br>Title VI-B Funds                         |
| New<br>2/1/08               | Continue to provide legal updates for contracted dispute resolution personnel to keep them abreast of current case law and important IDEA issues | Weekly<br>July 1, 2010 to<br>June 30, 2011 | Dispute Resolution Coordinator<br>Title VI-B funds                         |
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results                                | June 2011 and Annually                     | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
|                             | Report dispute resolution data to the public via SDE and IPUL websites   | June 2010 and Annually                     | Dispute Resolution Coordinator<br>Title VI-B Funds                         |

## Idaho State Performance Plan (SPP) FFY 2006-2011

|  |
|--|
| <b>Indicator 19:</b> Percent of mediations held that resulted in mediation agreements. |
|--|

**Data Source:**

Data collected on Attachment 1. Data collected for reporting under section 618.

**Measurement:**

Percent = (2.1(a)(i) + 2.1 (b)(i)) divided by (2.1) times 100.

**Overview of Issue/Description or Process:**

Mediation continues to be encouraged by SDE staff. The SDE has highly trained mediators, who are readily available when both parties agree to mediate.

The number of mediations declined for the 2003-04 and 2004-05 school years. However, all of the mediations held have been successful. Over the past five years, the percent of successful mediations stands at 90.6%.

There are two primary factors that may be causing the decline in the use of mediation to resolve disputes. Idaho parents have a strong desire to have their issues reviewed by the SDE in greater detail and have thus decided to file formal complaints. Complaint investigations by SDE personnel are generally regarded as impartial and fair. The data described earlier shows that the number of complaints rose this year.

Another reason for the decline in mediation is due to the use of IEP facilitation. This process has given parents and districts the opportunity to resolve disputes on a lower and informal level on the dispute resolution continuum.

**Baseline Data for FFY 2004 (2004-2005):**

| Mediations                       | '02-03 | '03-04 | '04-'05 |
|----------------------------------|--------|--------|---------|
| Number of mediations             | 10     | 7      | 4       |
| Percentage successful mediations | 90%    | 100%   | 100%    |

**Discussion of Baseline Data:**

100% of mediations in the past two years have resulted in mediation agreements between the parties. This high rate of successful mediations is attributed to:

- Extensive training for mediators
- Retention of trained mediators
- An adequate supply of mediators
- Reliance on mediators who achieve successful outcomes

| FFY                        | Measurable and Rigorous Target                    |
|----------------------------|---|
| <b>2005</b><br>(2005-2006) | 90% of mediations result in mediation agreements. |
| <b>2006</b><br>(2006-2007) | 90% of mediations result in mediation agreements. |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Measurable and Rigorous Target</b>             |
|-----------------------------|---|
| <b>2007<br/>(2007-2008)</b> | 90% of mediations result in mediation agreements. |
| <b>2008<br/>(2008-2009)</b> | 90% of mediations result in mediation agreements. |
| <b>2009<br/>(2009-2010)</b> | 90% of mediations result in mediation agreements. |
| <b>2010<br/>(2010-2011)</b> | 90% of mediations result in mediation agreements. |

**Improvement Activities/Timelines/Resources:**

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|-----------------------------|---|----------------------------|--|
| <b>2005<br/>(2005-2006)</b> | Review and revise dispute database to collect data required by IDEA 2004  | June 2006                  | Dispute Resolution Coordinator<br>Title VI-B Funds   |
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results | June 2011 and Annually     | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds                                     |
|                             | Report dispute resolution data to the public via SDE and IPUL websites  | June 2010 and Annually     | Dispute Resolution Coordinator<br>Title VI-B Funds   |
|                             | Develop and disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited  | June 2006                  | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
|                             | Provide in-service training to educators and parents statewide using CADRE "Beyond Mediation" module.             | Spring 2006                | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
| <b>2006<br/>(2006-2007)</b> | Conduct Mediation Training  | September 2006             | Dispute Resolution Coordinator<br>Title VI-B Funds   |



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| <b>FFY</b>                  | <b>Activities</b>  | <b>Projected Timelines</b>   | <b>Projected Resources</b>   |
|-----------------------------|--|------------------------------|--|
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results                            | June 2011 and Annually       | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds                                     |
|                             | Report dispute resolution data to the public via SDE and IPUL websites   | June 2010 and Annually       | Dispute Resolution Coordinator<br>Title VI-B Funds   |
|                             | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited                             | Ongoing                      | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
|                             | Provide in-service training to educators and parents statewide using CADRE "Beyond Mediation" module (or other dispute resolution training). | 2006-2007 and Annually       | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
| <b>2007<br/>(2007-2008)</b> | Create a dispute resolution booklet to include information regarding mediation.  | September 2007               | Dispute Resolution Coordinator<br>Title VI-B Funds   |
|                             | Create a training module for mediation and IEP facilitation training   | December 2007                | VI-B funds<br>Dispute Resolution Coordinator & work group  |
|                             | Use module to train contracted dispute personnel, advocates, district personnel and parents  | January 2008                 | VI-B funds<br>Dispute Resolution Coordinator   |
|                             | Meet with groups of parents and advocates to help resolve current disputes and to prevent new ones   | As needed basis<br>2007-2008 | VI-B funds<br>Dispute Resolution Coordinator   |
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results                            | June 2011 and Annually       | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds                                     |
|                             | Report dispute resolution data to the public via SDE and IPUL websites   | June 2010 and Annually       | Dispute Resolution Coordinator<br>Title VI-B Funds   |
|                             | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited                             | Ongoing                      | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>  | <b>Projected Timelines</b>    | <b>Projected Resources</b>  |
|-----------------------------|--|-------------------------------|---|
|                             | Provide in-service training to educators and parents statewide using CADRE “Beyond Mediation” module or other dispute resolution training materials. | Spring 2008                   | Dispute Resolution Coordinator<br>Contracted Hearing Officers,<br>Mediators, IEP Facilitators<br>Title VI-B Funds |
| <b>2008<br/>(2008-2009)</b> | Conduct Mediation Training.  | September 2008                | Dispute Resolution Coordinator<br>Title VI-B Funds  |
|                             | Meet with groups of parents and advocates to help resolve current disputes and to prevent new ones   | As needed basis<br>2008-2009  | VI-B funds<br>Dispute Resolution Coordinator  |
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results                                    | June 2011 and<br>Annually     | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds  |
|                             | Report dispute resolution data to the public via SDE and IPUL websites   | June 2010 and<br>Annually     | Dispute Resolution Coordinator<br>Title VI-B Funds  |
|                             | Continue to disseminate an ‘Alternate Dispute Resolution’ Handbook to LEA administrators, Idaho Parent Unlimited                                     | September 2008<br>and Ongoing | Dispute Resolution Coordinator<br>Contracted Hearing Officers,<br>Mediators, IEP Facilitators<br>Title VI-B Funds |
|                             | Provide in-service training to educators and parents statewide using CADRE “Beyond Mediation” module or other dispute resolution training.           | Spring 2009                   | Dispute Resolution Coordinator<br>Contracted Hearing Officers,<br>Mediators, IEP Facilitators<br>Title VI-B Funds |
| <b>2009<br/>(2009-2010)</b> | Continue to encourage the use of mediation.  | September 2009                | Dispute Resolution Coordinator<br>Title VI-B Funds  |
|                             | Meet with groups of parents and advocates to help resolve current disputes and to prevent new ones   | As needed basis<br>2009-2010  | VI-B funds<br>Dispute Resolution Coordinator  |
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results                                    | June 2010 and<br>Annually     | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds  |
|                             | Report dispute resolution data to the public via SDE and IPUL websites   | June 2010 and<br>Annually     | Dispute Resolution Coordinator<br>Title VI-B Funds  |

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| <b>FFY</b>                  | <b>Activities</b>  | <b>Projected Timelines</b>   | <b>Projected Resources</b>  |
|-----------------------------|--|------------------------------|---|
|                             | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited                           | Ongoing                      | Dispute Resolution Coordinator<br>Contracted Hearing Officers,<br>Mediators, IEP Facilitators<br>Title VI-B Funds |
|                             | Provide in-service training to educators and parents statewide using CADRE "Beyond Mediation" module or other dispute resolution training. | Spring 2010                  | Dispute Resolution Coordinator<br>Contracted Hearing Officers,<br>Mediators, IEP Facilitators<br>Title VI-B Funds |
| <b>2010<br/>(2010-2011)</b> | Conduct Mediation Training.  | September 2010               | Dispute Resolution Coordinator<br>Title VI-B Funds  |
|                             | Meet with groups of parents and advocates to help resolve current disputes and to prevent new ones   | As needed basis<br>2010-2011 | VI-B funds<br>Dispute Resolution Coordinator  |
|                             | Continue to analyze dispute data in CIMP monitoring process and to fold into district Plans for Improving Results                          | June 2011 and<br>Annually    | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds  |
|                             | Report dispute resolution data to the public via SDE and IPUL websites   | June 2010 and<br>Annually    | Dispute Resolution Coordinator<br>Title VI-B Funds  |
|                             | Provide in-service training to educators and parents statewide using CADRE "Beyond Mediation" module or other dispute resolution training. | Spring 2011                  | Dispute Resolution Coordinator<br>Contracted Hearing Officers,<br>Mediators, IEP Facilitators<br>Title VI-B Funds |

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**Indicator 20:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

**Data Source:**

State selected data sources, including data from State data system, assessment system, as well as technical assistance and monitoring systems.

**Measurement:**

State reported data, including 618 data and annual performance reports, are:

- a) Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b) Steps taken to ensure accuracy of data
  - Annual Child Count training is required for new data managers and optional for others. Training covers codes and their definitions, with an emphasis on anything new. It also covers data entry, data validation, and reporting.
  - Validation checks are conducted at the data entry level that trigger warnings when deviations occur in grade, codes, duplicates, ages below 5 for LD, ages above 9 for DD and inactive reasons that may be inappropriate based on the student's age.
  - Audit reports after data is entered that identifies duplicates, age or disability code deviations, and inappropriate inactive reasons
  - Audit reports also show year to year changes with level of significance
  - SDE data validation at import from the district level that includes duplicates across districts, inappropriate LD or DD codes based on the student's age, and exclusive educational environment codes used for students with too few hours of service to meet the definition.
  - Audits of data after import
  - Return of enrollment list and summary to districts for verification of all data and numbers
  - Signed verification form received from districts
  - Annual training for self-assessing LEAs on using their data for program evaluation. LEAs receive a copy of the data they submitted with unusual data highlighted in red. Red flags include items such as date of birth and grade when a student is more than two grade levels from typical peers of the same age, hours and minutes of service that are less than one hour per week for students with disabilities typically receiving far greater hours of service, minutes of service over 60, students with exit code 09 "moved, not known to be continuing", too few hours of service to meet the LRE definition for students with a typical length of school day, or invalid codes included.
  - Technical assistance via email or phone on an "as needed" basis
  - "Curious data" faxes sent to districts, with response requested, when anomalies are discovered by the SDE

**Overview of Issue/Description or Process:**

To meet OSEP data requirements Idaho created a student level database over 10 years ago. Over time, it has been modified to meet current data requirements as set forth by both Federal and State requirements. In recent years, the SDE has also created systems to collect student level test data such as Alternate Assessment, pre-K Idaho Reading Indicator (IRI) and ISAT scores. These new systems allow for easier and more accurate data collection as well as online access.

As we continue to collect more student level data, it has become apparent that the state must create and maintain a State Student Identification system (ID). The development of such a system is a high priority

## Idaho State Performance Plan (SPP) FFY 2006-2011

and the state plans to pilot the system in various school districts during the spring of 2006, with full implementation beginning during the fall of 2006. To allow district level control and or verification of the student ID, the proposed system will allow web access for assigned district level personnel. Access by district personnel allows manual entry into the local Student system. The state assigned ID will allow for more timely use, and accuracy of the data.

Ongoing improvements are being made to the present data system whenever suspect data is discovered. These improvements include adding possible error prompts and automating reports from the database to reduce the chance of human error.

The state is also working with vendors to create more accurate state level reporting for districts. This will also aid in the collection and the accuracy of APR, 618, exiting, and EDEN data.

**Baseline Data for FFY 2004 (2004-2005):**

- a. Reports submitted on time: 100%
- b. Accuracy: 100%

**Discussion of Baseline Data:**

All reports are submitted to OSEP on time and with accurate data. Recognition of Idaho's ability to supply high quality data is demonstrated by our state's excusal from traditional reporting of IDEA data to the U. S. Department of Education. Idaho has qualified to supply the data for the Report of Children with Disabilities Receiving Special Education under Part B (Table 1) for SY 2005-06 through the Education Data Exchange Network (EDEN). Assisting in the creation of high quality data has been our ongoing work with LEAs to address data collection at the local level. Accuracy in data submitted by the LEAs has increased significantly over the three years of public reporting of special education data on the state website at: <http://www.sde.state.id.us/specialed/DDR/ddranalysis.asp>.

Idaho has created and implemented the Special Education Student Enrollment System that has provided a high degree of accuracy as the data is input into the system by school districts. LEA's have the ability to run edit reports on site before submitting data. In this way, they are able to go back to the source data to make corrections prior to submitting the files to the SDE. We have found the onsite editing and reporting mechanisms to provide greater accuracy than when the editing was conducted by SDE personnel after submission.

| <b>FFY</b>                  | <b>Measurable and Rigorous Target</b>  |
|-----------------------------|--|
| <b>2005<br/>(2005-2006)</b> | 100% accuracy and timeliness. All reports will be sent to OSEP on or before the designated time. |
| <b>2006<br/>(2006-2007)</b> | 100% accuracy and timeliness. All reports will be sent to OSEP on or before the designated time. |
| <b>2007<br/>(2007-2008)</b> | 100% accuracy and timeliness. All reports will be sent to OSEP on or before the designated time. |
| <b>2008<br/>(2008-2009)</b> | 100% accuracy and timeliness. All reports will be sent to OSEP on or before the designated time. |
| <b>2009<br/>(2009-2010)</b> | 100% accuracy and timeliness. All reports will be sent to OSEP on or before the designated time. |

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| FFY                              | Measurable and Rigorous Target   |
|----------------------------------|--|
| <b>2010<br/>(2010-<br/>2011)</b> | 100% accuracy and timeliness. All reports will be sent to OSEP on or before the designated time. |

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**Improvement Activities/Timelines/Resources:**

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>  |
|-----------------------------|---|----------------------------|---|
| <b>2005<br/>(2005-2006)</b> | Review requirements of 618, State Performance Plan and Annual Performance Report and designate personnel with primary responsibility for coordinating data collection and reporting of each indicator | Spring 2005                | Bureau Chief, Special Populations<br>Special Education Supervisor<br>VI-B funds   |
|                             | SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities   | March 2005 and Monthly     | Bureau Chief, Special Populations<br>Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds                            |
|                             | Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report.   | Fall 2005 and Annually     | Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds   |
|                             | Submit all reports in a timely and accurate manner.   | 2005 and ongoing           | Bureau Chief, Special Populations<br>Special Education Supervisor<br>VI-B funds   |
|                             | Update online data collection system for Post School Outcome data based on requirements of IDEA 2004. (For more detail refer to Indicator 15)   | 2005-06                    | Special Education Data Coordinator<br>SDE Technology Services<br>Life Track (contractor)<br>SDE Secondary Transition Specialist<br>VI-B funds |
|                             | Create a state assigned student identification number for use across all SDE databases  | 2005-2006                  | Special Education Data Coordinator<br>SDE Technology Services<br>VI-B funds<br>State funds  |
|                             | Collaborate with IEP software vendors to create accurate 618 data reporting mechanisms  | Fall 2005<br>Ongoing       | Special Education Data Coordinator<br>SDE Technology Services<br>VI-B funds   |
|                             | Installation of updated software used by districts for 618 data collection  | November 2005              | Special Education Data Coordinator<br>Grants/Contract Officer<br>VI-B funds   |
|                             | Identify and address state data system modifications as data requirements change.   | Ongoing                    | Special Education Data Coordinator<br>SDE Technology Services<br>Grants/Contract Officer<br>VI-B funds  |
|                             | Update the SDE monitoring database to include collection of data required by new indicators.  | Fall-Spring 2005           | Special Education Data Coordinator<br>Monitoring and Quality Assurance Coordinator<br>VI-B funds  |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>  | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|-----------------------------|--|----------------------------|--|
|                             | Contract programmer to create reports useful to completion of the APR/SPP  | February 2006              | Special Education Data Coordinator<br>VI-B funds   |
| <b>2006<br/>(2006-2007)</b> | Deliver additional technical assistance to districts regarding collecting and reporting timely & accurate exiting data using the new July 1-June 30 cycle. | May 2007                   | Data Coordinator<br>VI-B funds<br>Special Education Director   |
|                             | Implement the use of a unique student identifier across SDE data systems   | Fall 2006                  | Special Education Data Coordinator<br>SDE Technology Services<br>VI-B funds<br>State funds                         |
|                             | Utilize the process created to generate reports for use in development of the APR  | Ongoing                    | Special Education Data Coordinator<br>Quality Assurance Coordinator<br>VI-B funds                                  |
|                             | SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities  | Monthly                    | Bureau Chief, Special Populations<br>Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |
|                             | Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report.                                    | Fall 2006 and annually     | Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds                                      |
|                             | Submit all reports in a timely and accurate manner.  | Ongoing                    | Bureau Chief, Special Populations<br>Special Education Supervisor<br>VI-B funds                                    |
|                             | Provide statewide training to school personnel on completion of exit survey through face-to-face and distance learning opportunities                       | Annually                   | Special Education Data Coordinator<br>SDE Secondary Transition Specialist<br>VI-B funds                            |
|                             | Collaborate with IEP software vendors to create accurate 618 data reporting mechanisms   | Ongoing                    | Special Education Data Coordinator<br>SDE Technology Services<br>VI-B funds  |
|                             | Identify and address state data system modifications as data requirements change.  | Ongoing                    | Special Education Data Coordinator<br>SDE Technology Services<br>Grants/Contract Officer<br>VI-B funds             |
| <b>2007<br/>(2007-2008)</b> | Maintain consolidated SDE data system using unique student identifier  | Fall 2007                  | Special Education Data Coordinator<br>SDE Technology Services<br>VI-B funds<br>State funds                         |



## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>  | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|-----------------------------|--|----------------------------|--|
| 2007-2008                   | Add assignment codes to IBEDS to increase accuracy and completeness of special education Personnel data                              | June 2008                  | Fiscal Coordinator<br>IT SDE Staff<br>IV-B Funds   |
|                             | Create additional data components in Part B application regarding related service providers  | June 2008                  | Fiscal Coordinator<br>IT SDE Staff<br>IV-B Funds   |
|                             | Utilize the process created to generate reports for use in development of the APR  | Ongoing                    | Special Education Data Coordinator<br>Quality Assurance Coordinator<br>VI-B funds                                  |
|                             | SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities                      | Monthly                    | Bureau Chief, Special Populations<br>Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |
|                             | Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report.              | Fall 2008                  | Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds                                      |
|                             | Submit all reports in a timely and accurate manner.  | Ongoing                    | Bureau Chief, Special Populations<br>Special Education Supervisor<br>VI-B funds                                    |
|                             | Provide statewide training to school personnel on completion of exit survey through face-to-face and distance learning opportunities | Annually                   | Special Education Data Coordinator<br>SDE Secondary Transition Specialist<br>VI-B funds                            |
|                             | Identify and address state data system modifications as data requirements change.  | Ongoing                    | Special Education Data Coordinator<br>SDE Technology Services<br>Grants/Contract Officer<br>VI-B funds             |
| <b>2008<br/>(2008-2009)</b> | Utilize the process created to generate reports for use in development of the APR  | Ongoing                    | Special Education Data Coordinator<br>Quality Assurance Coordinator<br>VI-B funds                                  |
|                             | SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities                      | Monthly                    | Bureau Chief, Special Populations<br>Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b>                  | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|-----------------------------|---|----------------------------|--|
|                             | Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report. | Fall 2009                  | Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds                                      |
|                             | Submit all reports in a timely and accurate manner.   | Ongoing                    | Bureau Chief, Special Populations<br>Special Education Supervisor<br>VI-B funds                                    |
|                             | Identify and address state data system modifications as data requirements change.                                       | Ongoing                    | Special Education Data Coordinator<br>SDE Technology Services<br>Grants/Contract Officer<br>VI-B funds             |
| <b>2009<br/>(2009-2010)</b> | Utilize the process created to generate reports for use in development of the APR                                       | Ongoing                    | Special Education Data Coordinator<br>Quality Assurance Coordinator<br>VI-B funds                                  |
|                             | SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities         | Monthly                    | Bureau Chief, Special Populations<br>Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |
|                             | Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report. | Fall 2010                  | Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds                                      |
|                             | Submit all reports in a timely and accurate manner.   | Ongoing                    | Bureau Chief, Special Populations<br>Special Education Supervisor<br>VI-B funds                                    |
|                             | Identify and address state data system modifications as data requirements change.                                       | Ongoing                    | Special Education Data Coordinator<br>SDE Technology Services<br>Grants/Contract Officer<br>VI-B funds             |
| <b>2010<br/>(2010-2011)</b> | Utilize the process created to generate reports for use in development of the APR                                       | Ongoing                    | Special Education Data Coordinator<br>Quality Assurance Coordinator<br>VI-B funds                                  |
|                             | SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities         | Monthly                    | Bureau Chief, Special Populations<br>Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |
|                             | Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report. | Fall 2011                  | Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds                                      |

## Idaho State Performance Plan (SPP) FFY 2006-2011

| <b>FFY</b> | <b>Activities</b>   | <b>Projected Timelines</b> | <b>Projected Resources</b>   |
|------------|---|----------------------------|--|
|            | Submit all reports in a timely and accurate manner.                               | Ongoing                    | Bureau Chief, Special Populations<br>Special Education Supervisor<br>VI-B funds                        |
|            | Identify and address state data system modifications as data requirements change. | Ongoing                    | Special Education Data Coordinator<br>SDE Technology Services<br>Grants/Contract Officer<br>VI-B funds |

## Idaho State Performance Plan (SPP) FFY 2006-2011

**Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act**  
**Complaints, Mediations, Resolution Sessions, and Due Process Hearings**

| SECTION A: Signed, written complaints       |    |
|---|----|
| (1) Signed, written complaints total        | 30 |
| (1.1) Complaints with reports issued        | 30 |
| (a) Reports with findings                   | 18 |
| (b) Reports within timeline                 | 27 |
| (c) Reports within extended timelines       | 3  |
| (1.2) Complaints withdrawn or dismissed     | 0  |
| (1.3) Complaints pending                    | 0  |
| (a) Complaint pending a due process hearing | 0  |

| SECTION B: Mediation requests                 |   |
|---|---|
| (2) Mediation requests total                  | 4 |
| (2.1) Mediations                              |   |
| (a) Mediations related to due process         | 0 |
| (i) Mediation agreements                      | 0 |
| (b) Mediations not related to due process     | 4 |
| (i) Mediation agreements                      | 4 |
| (2.2) Mediations not held (including pending) | 0 |

| SECTION C: Hearing requests            |         |
|--|---------|
| (3) Hearing requests total             | 4       |
| (3.1) Resolution sessions              | No data |
| (a) Settlement agreements              | No data |
| (3.2) Hearings (fully adjudicated)     | 1       |
| (a) Decisions within timeline          | 1       |
| (b) Decisions within extended timeline | 0       |
| (3.3) Resolved without a hearing       | 3       |

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| SECTION D: Expedited hearing requests (related to disciplinary decision) |         |
|--|---------|
| (4) Expedited hearing requests total                                     | 2       |
| (4.1) Resolution sessions  | No data |
| (a) Settlement agreements  | No data |
| (4.2) Expedited hearings (fully adjudicated)                             | 1       |
| (a) Change of placement ordered  | 0       |

## Idaho State Performance Plan (SPP) FFY 2006-2011

**APPENDIX A**

|           |  |
|-----------|--|
| APR       | Annual Performance Report  |
| AYP       | Adequate Yearly Progress   |
| CIP       | Continuous Improvement Planning  |
| CORE      | Consortium on Reading Excellence                                       |
| DPHO      | Due Process Hearing Officer  |
| ECIA      | Early Childhood Interagency Agreement                                  |
| ECO       | Early Childhood Outcomes   |
| FAPE      | Free Appropriate Public Education                                      |
| FFY       | Federal Fiscal Year  |
| GSEG      | General Supervision Enhancement Grant                                  |
| IAA       | Idaho Alternative Assessment   |
| IBEDS     | Idaho Board of Education Data System                                   |
| IDEA      | Individuals with Disabilities Education Act                            |
| IEP       | Individual Education Program   |
| IHE       | Institutions of Higher Education                                       |
| IPUL      | Idaho Parents Unlimited  |
| ISAT      | Idaho Student Achievement Test   |
| ISBOE     | Idaho State Board of Education   |
| ISEAP     | Idaho Special Education Advisory Panel                                 |
| ICIMS     | Idaho's Continuous Improvement Monitoring System                       |
| LEA       | Local Education Agency   |
| LRE       | Least Restrictive Environment  |
| NCLB      | No Child Left Behind   |
| NCSEAM    | National Center for Special Education Accountability Monitoring center |
| DRC       | Data Recognition Corporation   |
| OSEP      | Office of Special Education Programs                                   |
| PBS       | Positive Behavior Supports   |
| PIR       | Plan for Improving Results   |
| PRE-K-IRI | Pre-Kindergarten Idaho Reading Indicator                               |
| PTI       | Parent Training and Information  |
| RTI       | Response to Intervention   |
| SDE       | State Department of Education  |
| SEA       | State Education Agency   |
| SEAP      | Special Education Advisory Panel                                       |
| SIG       | State Improvement Grant  |
| SIS       | Student Information System   |
| SPP       | State Performance Plan   |
| SRR       | Student Record Review  |